DOCUMENT RESUME

ED 029 409 EC 003 648

By-Edmonson, Barbara; And Others

Social Perceptual Training for Community Living; Pre-Vocational Units for Retarded Youth.

Kansas Univ. Medical Center, Kansas City.

Spons Agency-Vocational Rehabilitation Administration (DHEW), Washington, D.C.

Pub Date 67

Note-314p.

EDRS Price MF-$1.25 HC-$15.80

Descriptors-Adolescents, Consumer Education, *Curriculum, Educable Mentally Handicapped, *Exceptional Child Education, *Instructional Materials, Interpersonal Competence, Learning Motivation, Lesson Plans, *Mentally Handicapped, Prevocational Education, *Role Percepti‿n, Social Adjustment, Teaching Methods

The unit of study for educable retarded students aged 13 to 19 years deals with understanding of social cues and signals and appropriate response in the adult world. The sub-units, of 1-week duration, are introduction to signals, numbers as signals, places as signals, making a good impression, shopping and buying, a department store, living on our own, getting and keeping a job, after hours, and getting along with others. Lessons are presented as verbatim teaching scripts which may be modified to fit the class. Slides, tape recordings, seatwork, quizzes, cimpetitive games, role playing, and field trips are included as teaching techniques. Appendixes list special equipment, field trips and special arrangements, and 31 dittomasters. (LE)

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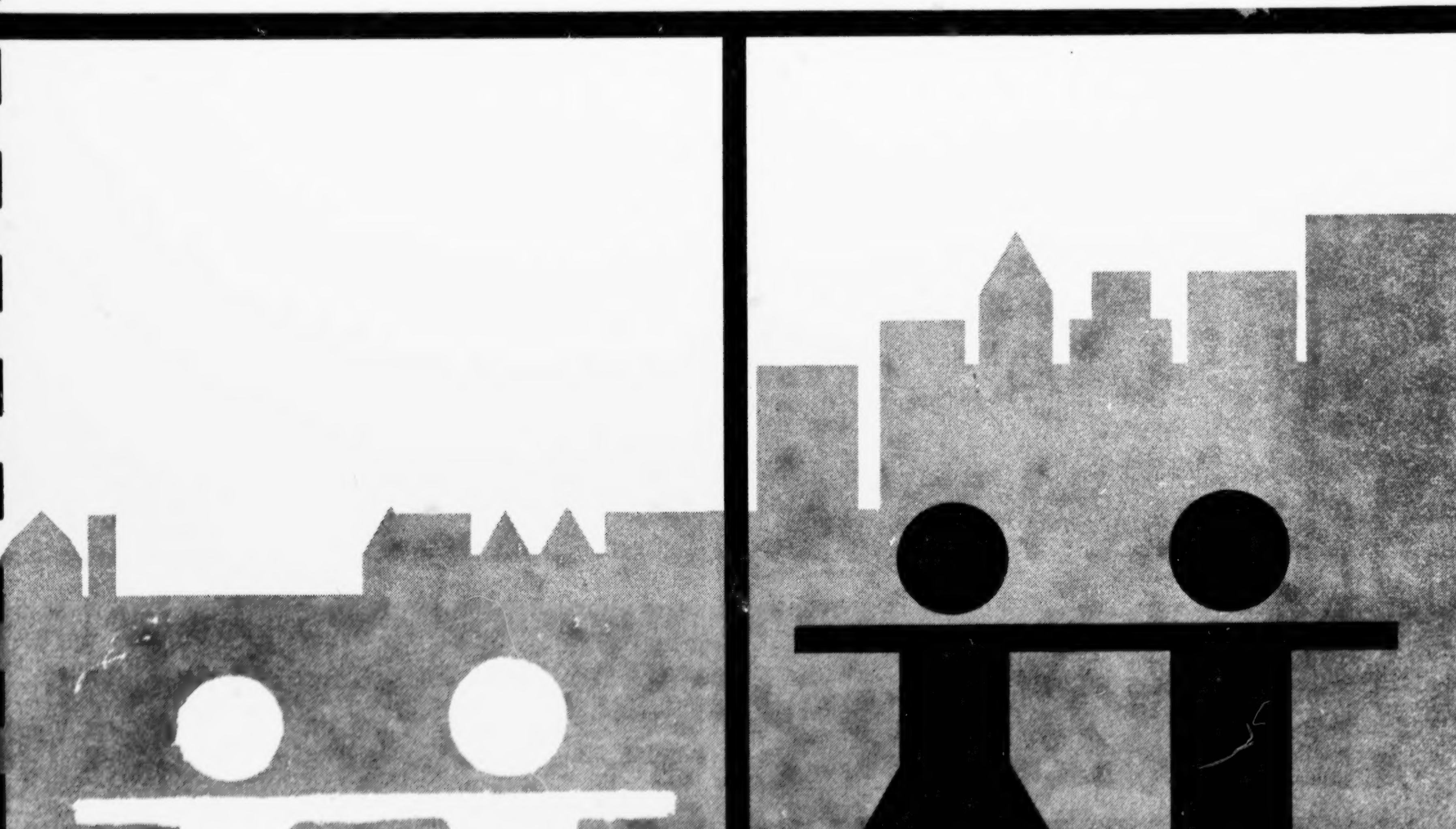
Social Perceptual Training for Community Living



Pre-vocational Units for Retarded Youth

Barbara Edmonson
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Henry Leland

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SOCIAL PERCEPTUAL TRAINING FOR COMMUNITY LIVING
PRE-VOCATIONAL UNITS FOR RETARDED YOUTH

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1967

This material was developed as part of research and demonstration project RD-1388-P, supported in part by the Vocational Rehabilitation Administration of the U.S.Department of Health, Education and Welfare

ACKNOWLEDGMENTS

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The material which follows owes much to the suggestions of many persons who are involved with the post-school adjustment of retarded youth. Vocational counsellors, supervisors of vocational training, social workers, operators of boarding homes, and classroom teachers responded generously to the project request for information concerning the post-school world and the problems of the retarded. Particularly valuable was the opportunity for collaboration with Jerry Chaffin, Ed.D., and James Payne, Directors of the Kansas Work Study Demonstration Project.[1] Information from their records gave direction to many of the lessons contained in this guide. In these anecdotal reports, employers and counsellors described the behaviors, both good and poor, of retarded youths as they underwent training and were placed upon a series of work sample jobs. Additional helpful information was made available through Ted Satterfield (former) Director of Rehabilitation Services, Goodwill Industries, at Kansas City, Missouri, and Richard Schutz, Ph.D., Director, Vocational Rehabilitation Unit at Topeka, Kansas.

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[1] VRA demonstration project #643-67

Jean Clark, M.S.W., Suzy Paddock, Daisy Caress, M.S.W., Joyce North, and Carol Campbell shared with us their rich experiences with the trials, tribulations and successes of retarded vocational trainees. Jean Clark, then on the Vocational Rehabilitation Unit staff, acquainted us with boarding homes, stores, restaurants, banking, and recreational facilities frequented by trainees in several Kansas communities. Similar information for Kansas City was provided by Ted Satterfield, Lloyd Williams, and Suzy Paddock of Goodwill Industries. Mrs. Caress, Director of Social Service of Parsons State Hospital, was a most helpful resource--a veritable goldmine of information concerning the maladaptive sexual misinformation of the average retardate. Mrs. North and Miss Campbell, counsellors on the staff of the Kansas Work Study Demonstration project, gave us numerous illuminating examples of the social behavioral strengths and deficits of their junior high school clients.

Of the several operators of boarding homes to whom we are indebted for examples of good and poor social adaptation, special mention should be made of the interest and warmth of Mary Watson, who is a surveillant "Mom" to her boys and girls in Kansas City.

The project is indebted to the interest and very material help provided by special education coordinators who arranged for the trial of three revisions of prototypes of these lessons as follows:

Mr. Floyd Hudson and Mr. Robert Sullivan, respectively Coordinators of Special Education in Shawnee Mission and in Turner, Kansas Public High School Districts. (Trial 1)

Mrs. Juanita Haywood, Director of Education, Parsons State Hospital and Training Center. (Trials 2 and 3 - first revision)

Mrs. Kathleen Alexander, Director of Education, Hissom Memorial Center, Sand Springs, Oklahoma. (Trial 4 - first revision)

Trial 5 we owe to the interest of Dr. Gary M. Clark, Assistant Professor, University of Illinois, who conducted an independent trial of the first revision of the perceptual training lessons as a doctoral dissertation project. (Clark, 1967)

Mr. Afton Bridges, Coordinator of Special Education, Springfield, Missouri, Public School District. (Trial 6 - second revision)

Mr. James Gray, Coordinator of Special Education, Shawnee Mission, Kansas, Public High School District. (Trial 6 - second revision)

Most essential to the development of these lessons through four revisions were the teachers who were active in their trial and criticism. Each of the following has had some influence upon the present form of the materials:

Lowell Alexander	Wayne Koons
Carlos Bradfield	Hazel Martin
Frank Brandenberg	Marjory Smith
Ronald Brooks	Janette Stafford
Phillis Conwell	Clementine Steger
Mildred Howard	Betty Stephens
Ruby Hughes	Three who are anonymous in Nashville, Tennessee
Sheila A. Jackson	

The task of preparing and continually revising such detailed lessons and lists of materials, at times so tedious as to threaten progress, was made endurable by their written evaluations. Together with their criticisms and suggestions, they included such social reinforcers as "pupils responded well" "Helpful lesson." On occasion, their encouragement reached jackpot proportions, as with:

> "Pupils so interested asked to stay through gym to finish...even two problem boys!"
>
> and
>
> "I'd like to use this material again even if it were not completed... This is one item geared to render a service..."

Active collaborators in the writing, planning, and preparation of lessons and materials have been Jane Havens, Florence Goldman, Martha Reed, and Pat Brahl, research assistants on the staff of the Social Perceptual Training Project, assisted at crucial times by Sam Toombs, Ph.D., and Daryle Bass, formerly of Parsons State Hospital and Training Center, Parsons, Kansas.

The list of acknowledgments would be incomplete without expression of our appreciation to two former project directors for their continuing diversified support:

John Cawley, Ph.D., Associate Professor of Education at the University of Connecticut.

John E. de Jung, Ed.D., Associate Professor of Education at the University of Oregon.

A final word of appreciation is due the responsiveness and support experienced on all occasions of contact with officials of the Vocational Rehabilitation Administration.

Barbara Edmonson
Ethel M. Leach
Henry Leland

Co-directors, Social Perceptual Training for the Rehabilitation of Mentally Retarded Adolescents

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PERCEPTUAL TRAINING FOR COMMUNITY LIVING

A PRE-VOCATIONAL UNIT FOR MENTALLY RETARDED YOUTH

Introduction

Schools try to provide the retarded pupil with a graded sequence of perceptual motor tasks toward the goal of his becoming able to write and to read. Although the written word is important, it is only one among many types of signals used as internal and external guides to behavior. (Hall, 1959, Birdwhistell, 1964) In the majority of situations, behavior is guided by signals that are nonverbal. The diverseness and richness of nonverbal signal systems is evident in the gestural languages of sports officials and Navy deck officers. Easily recalled is the mixed system of colored lights, geometrical shapes, sirens, fog horns and bells, used in the direction of traffic. In addition to these synthesized signal systems, in the course of everyday activities the socially attuned person is responsive to a multitude of interhuman signals. Vocal intonation, facial expression, postural stance, mode of dress, in addition to criterial aspects of settings, are used as guides to behavior (Ruesch & Kees, 1956; Birdwhistell, 1961; Edmonson, de Jung & Leland, 1965). The retarded pupil needs help in learning to interpret, or read, these social signal systems, just as he must be furnished the steps by which to learn to read the written word. The lessons provided by this unit resulted from modifications of earlier forms of the material given trial in special education classes in urban public junior high schools and in prevocational special education programs in state institutions. In each classroom pupils showed improvement. (Edmonson, de Jung, Leland & Leach, 1967)

Objectives

The first objective for this unit of educational material is to make social cues or signals clearer and interpretable by the retarded subject.

A second objective is to clarify the behaviors that would be appropriate in response to the cues or signals.

The overall objective is to make portions of the activities of the adult world visible and more comprehensible to the school aged retarded youth.

Pupil Level

Pupils of educable level, IQ's 50-85, ages 13 to 19, ranging in performance on school achievement tests from middle first grade to sixth grade abilities, have shown continuous interest in prototypes of these lessons and have shown measured improvement in the making of social inferences. (Edmonson, Leland & Leach, 1967; Clark, 1967)

Format

Lessons have been organized in the form of the following sub-units, each of a week's duration:*

I. Introduction to signals
II. Numbers as signals
III. Places as signals
IV. Making a good impression
V. Shopping-Buying
VI. A big store
VII. Living on our own
VIII. Getting and keeping a job
IX. After hours
X. Getting Along With Others

---

* Attached to most lessons are suggestions for supplemental activities. The sub-units in many cases may be expanded for a complete program.

Lessons are provided in the form of a verbatim teaching script. The lessons, when adapted by the teacher to his special education curriculum, may be modified to run from one to two hours in length, and may be extended over several days.

To keep the interest and attentiveness of pupils, a variety of presentational techniques are employed. These include, in addition to sets of 2x2 slides, a tape recorder tape, seatwork, quizzes, competitive games, role playing, and field trips. An effort has been made to provide repetition of vocabulary and concepts, and, through tests, to note which pupils need attention, explanation, and reinforcement.

Teacher Use

An advance reading of the entire script will allow the teacher to blend the sub-units into his curriculum and to plan for desirable modifications. Preferably, teachers will not restrict themselves to the script treatment of the lesson topics, but will seek to supplement the lessons, integrate them with other portions of their educational program, and review them with variations.

Daily Lessons

The daily lessons have been prepared in script form to assist teachers with the task of presenting a progression of concepts concurrently with their task of appropriately reinforcing pupil responsiveness and accuracy. The lessons provide the main ideas and the illustrative material. The teacher, however, should note the nonattending pupil, the attending but nonresponding pupil, the over responding pupil, who deprives others of an opportunity for reinforcement. The teacher must use his skills to foster and control the learning process. He must note what is too difficult and in such situations respond with clarification or further occasions for mastery.

Equipment and Setting

Fine details of the slides used to illustrate the lessons must be clearly visible to all pupils. This will require, in addition to a good seating arrangement, a good screen, a good projector, and a darkened room.

The seating arrangement should be tried out by the teacher, who might move around the room to note how clearly he can see a projected image from each of the desks. The perceptual acuity of the pupils should also be checked in order to match the best viewing location--closeness to the screen, centrality, etc.--with pupil needs.

The screen should produce a sharp clear picture. The projector should be equipped with a good cooling system so as to prevent damage to slides during periods of extended viewing. The classroom should be equipped with blackout curtains in preference to having to move one's group to and from a projection room elsewhere in the building.

Necessary equipment should be checked in advance. (See Appendix A and the check list in the preface to each week.)

Motivation

The better pupils are usually motivated by grades. The inability, however, of the less able to attain the same satisfaction from grades poses the need for a more generally effective motivation. For more general motivation, a "privilege point" system is proposed.

The point system will be most motivating if points are exchangeable for something of value to the pupil. In some settings the exchange of a quantity of privilege points for a limited period of free time has proven possible and desirable, the free time being the last 10 to 15 minutes of class time of particular days. In some settings, points have been exchanged for an opportunity to go on a very special trip or to receive a very special treat, or a very special honor. In some settings points have been exchangeable for trading stamps, for canteen coupons, or for cash. In some settings points have been exchanged for items of merchandise consigned to the classroom teacher. The teacher is free to try out exchanges of other kinds.

The point system will be most effective if the exchange value of the points is early demonstrated. In other words, pupils work much harder once they have tasted the fruits of their labor.

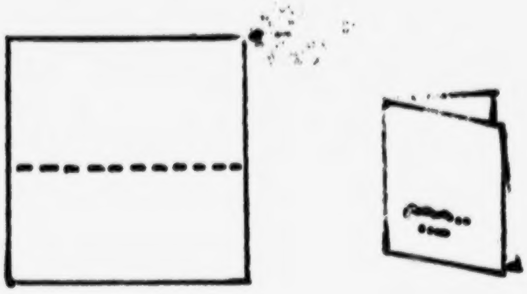
A dittomaster is furnished to provide a form that can be folded into a savings book for each pupil.* The savings books have columns for the recording of dates, number of points earned in a session, number of points withdrawn, and the balance remaining. Use of the books should acquaint pupils with general procedures of deposit and withdrawal. In addition, it is suggested that "interest" accrue at a generous rate, in relation to size of balance. As an example:

Balance	Interest each week
5-9 pts.	1 pt.
10-24 pts.	2 pt.
25 and more pts.	3 pt.

The compound interest concept will have to be explained to pupils. Pupils might make the interest entries to one another's accounts and add the new balances.

---

* Illustration:



Dittomasters

Dittomasters are provided for seatwork material and quiz forms. (See Appendix B for list of Dittomasters)

Questionnaire

The questionnaire "What I Can Do" (Ditto #1) is provided to focus pupil attention on some specifics of social competency. Pupils can be assisted to fill in the questionnaire at the beginning of a school year or prior to use of this unit's lessons. At the conclusion of the lessons, or at the end of the year, pupils might reassess themselves.

Quizzes

Quizzes are provided for certain lessons. Most tests have been prepared for the nonreader. The teacher who wishes to use written tests for the higher level pupils may convert the material as desired. He might devise and use a cumulative record of quiz results as indication of the relative comprehension of the materials by various pupils. Such data could indicate the need of additional clarification for the slower pupils, or an increase in the frequency with which slower pupils are called upon to participate. Typically, pupils who are slow to respond are less and less frequently called upon and become less and less attentive.

Field Trips

Teachers should plan ahead for field trips, in accordance with his school's procedures. Customarily a teacher would be expected to: (1) discuss the visit with a representative of the place to which visit is planned; (2) establish the date and time of visit; (3) notify the school office of the purpose, the date, and the hours scheduled for the trip; (4) arrange transportation using (a) school bus, (b) public transport, e.g. bus, subway, etc.; or (c) parents or other volunteer drivers. (See Appendix A for suggested field trips.)

Role Playing

Role playing or sociodrama (Chesler & Fox, 1966) is prescribed in certain unit lessons. As a rule, retarded subjects have fewer opportunities than others to try out behaviors; to practice or rehearse them. The use of role playing is recommended even beyond the sessions included in the script.

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Preface to Week I

Before the use of the following lessons:

☐ Read the introductory pages 1 - 7

☐ Read through Week I lessons

☐ Schedule time. (Lessons as written require approximately two hours. They may be continued from one day to the next.)

☐ Pre-plan for desired modification. (A section at the end of each lesson suggests supplemental activities.)

☐ Arrange for materials and equipment:

______ blackboard
______ chartpaper (optional)
______ tape recorder, 3/4 speed (I-C)
______ slide projector
______ screen
______ room that can be darkened
______ state map
______ driver hand books (procurable from State Highway Dept.)
______ plan system of exchange for point savings
______ savings books for pupils (Run Ditto #8 and fold books)
______ notebooks for pupils to keep
    a. sketches of signals
    b. vocabulary as reading or spelling (optional)
    c. pupil record of savings points (optional)
    d. teacher-made or other materials
______ trip plans (according to school policies)
______ art materials (optional)
______ guest speakers--baseball star, highway patrol, etc. (according to school policies)

☐ Try out the audio-visual arrangements
-- Check pupil seating for good visibility
-- Check projector (have a spare bulb and know how to insert it)
-- Try out a group of slides
-- Check operation of tape recorder

☐ Plan for pupil assistant to operate projector

☐ Prepare pupils for class sessions in a darkened room.
-- Discuss behavior and perhaps let pupils establish rules. (Rules may change after the point system is in use. Appropriate behavior could earn bonus points or other recognition; inappropriate behavior result in loss of points. Perhaps pupils can make the decisions as to awards and penalties.)

- ☐ Run off Dittos #1 - 4, #5 - 9. (Fold pupil saving books, following illustration on p. 5)
- ☐ Reread section "Quizzes" (page 6) (Optionally prepare a cumulative record of quiz scores.) Quizzes begin with Lesson I-D.
- ☐ Reread section "Motivation" (page 4) Beginning with Lesson I-D points are awarded for successful quiz responses.
- ☐ Plan method of point exchange.

NOTE: Teacher should reach each day's script carefully before class and have material ready for use. Teacher may wish to prepare charts. (See page 4)

Prior to use of these lessons, teacher may have pupils complete the social competency questionnaire (Ditto #1) referred to on Introduction, page 6.

INTRODUCTION TO SIGNALS

Objectives: To call attention to universal languages of non verbal signals

Materials:
2x2 slide projector
Screen
Set slides (I-A)
Ditto #5-7 Communication by gesture

Vocabulary:
applauding
approximate size
beckoning
business firm
carton
crate
communicate
exact size
gestures
hospital
quiet
signals
goblet
fragile
handle carefully
applause

/Teacher explanation to class/

Today we are going to talk about something a little different than we've talked about before. We will talk about "signals," or how it is possible to say things or communicate without using words. /Teacher may write "signals--how to say things without using words" on the blackboard./

Usually when we want to tell things to people we use words, but there are ways to say things without talking or even writing words. Suppose I asked "How many of you would like to own a transistor radio?"--since this is a classroom, how are you supposed to answer? ( ) Yes, you signal your answer without using words. It is often easier to see a signal than to hear what someone is
(1) saying. Here is an example /Slide: Fire truck/ /Teacher points to man on right side/. He is signaling to the driver. What is he signaling? (To turn to the other side.) /Teacher points to man on left side./ What is he signaling? (He is beckoning or signaling "Come here.") Why are these firemen using hand

and arm signals instead of talking to the driver of the fire truck? (There is probably so much noise there at the fire he wouldn't be able to hear what they said.) /Class may discuss what might be heard at a fire./*

Lots of times people tell things to others without using words. For instance, when a fire truck is going somewhere and wants to warn drivers to move over, what signals are used? (They use a siren and a bell, and sometimes there is a flashing red light on the fire truck.) Yes, the siren tells us what to do. The flashing red light tells us what to do. Let's imagine a fire truck is coming down the street. What is it that we hear? (Siren, bell) What do we see? (Flashing red light.) What do these signals tell us what to do? (Move to the side of the street and stop.)

It is important for us to be able to read signals and to know what they are telling us to do.

Let's take another example, suppose you are a highway patrolman driving your patrol car and you see another driver who is going faster than the speed limit, or who is doing something else that is against the law; what do you do? (The officer signals the car to stop by using siren and flashing light.) Yes, the patrolman uses a sound signal that is louder than his voice--his siren--and a light signal that everyone can see--his flashing red light--to tell everyone to pull to the side of the road and stop. If the driver does not stop, the officer might use still another signal to say "I mean business!" Do you know what that signal might be? ( ) Yes, he might fire a shot with his pistol. /Teacher explains use of warning shots, as a signal to stop./

---

* (Example: flames crackling, hoses hissing, timbers falling, etc.)

Can you think of some other ways that we tell things to people without using words? /Teacher may list these on the blackboard, each time asking "What is the signal telling people to do?"/ (See below for possible items)*

Yes, those are examples of signals that tell people what to do. Why is it important to be able to read signals? (So we will know what they are telling us to do.)

(2) /Slide: Nurse/ Here is a picture signal. Where would you see this, and what does it say? ( ) Yes, in a hospital. It is a signal to be very quiet. A picture like this near the hospital entrance reminds everyone who comes in to speak and walk quietly so as not to disturb the patients. They

(3) could use signs with words on them like this /Slide: Quiet/ Which do you think would be best? ( ) I think I would notice the picture signal and I would try to be quiet.

Can you think of some place besides a hospital where people should be especially quiet? (Library, nursery, etc.) Would it be a good idea to have a picture signal to be quiet in a library (etc.)? /Class might consider how a model for such a sign would be differently dressed./

(4) Here are some picture signals. This is a crate/ big box /Slide: Crate/ that was shipped to a business firm in this country from a factory in Germany. There are some picture signals pasted on it /teacher indicates/ to tell all the workmen on the ship and on the trains and trucks and planes that carried the crate/box from Germany how they were supposed to handle it. Suppose you were one of the workmen who had to move the crate/box--how would you read these picture signals? (/Teacher encourages discussion, and may hint/)

---

* (Among possible answers: signal flags, signal lights, traffic markers, whistles, sirens, bells, fog horns, arm gestures, facial movements, uniforms, insignia, etc.)

Yes, the picture of a certain kind of glass that breaks easily is supposed to tell workmen that something is inside that might break. A glass like this, with a stem, is called a goblet. It is fragile--breaks easily. This picture signals "Handle the box carefully--don't let the crate/box drop." What does the picture of the umbrella tell the workmen? (It is supposed to tell workmen to keep the crate/box in a dry place where it won't get wet.) What do the arrows tell the workmen? (The picture of the arrows points to the top of the box and tells the workmen to keep the top side up.)

They could have painted all those instructions on the box in writing-- /teacher may print on blackboard: "HANDLE WITH CARE," "FRAGILE," "KEEP DRY," "THIS SIDE UP"/* Sometimes we do write these things on boxes and packages when we mail them, /teacher may discuss the vocabulary/ but not everybody can read those words. The workmen in Germany probably couldn't read them. Their
breakable
words are different than ours. /Teacher option to write out "ZERBRECHLICH,"
glass keep dry this side up
"GLAS," "BEHALTE TROCKEN," "DIESE SEITE NACH OBEN"/* If they wrote German words on the box, then our workmen probably couldn't read them. But almost anybody could read those picture signals.

We have been talking about signals--how we can say things without using words. We have talked about signals that almost anyone can read or understand the minute they see them. Some of these signals are gestures--/Teacher writes "GESTURES" on blackboard/* -- they are signals we make with our hands and arms.

How do we tell people with our hands that we liked a good show? *Show* me, don't tell me! (Clap hands) Yes, clapping is a signal. When we clap to show we like something, we are applauding. What does applause mean?

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* Teacher may prefer use of charts

/Teacher calls on a pupil who has not been participating./

How do we signal in a classroom or at a meeting that we would like to give the answer; would like to be counted if there is a vote being taken; or would like to speak? Show me. (Hold up hand)

When I do this, what does it tell you to do? /Teacher motions with hand, indicating class is to stand up, and waits for class to rise. Then teacher motions to class to sit down./ Now, everybody show me the signal for "Stand up." ( ) Now the one that means "Sit down." ( ) A teacher usually says "Stand up" and "Sit down" with words. Can you think of a reason why someone might use gestures instead of words? (A band leader or a leader of a singing group might not want the audience to hear; a military platoon leader might not want the enemy to hear; gestures may be seen at a distance, or in a noisy place, etc.)

(5) /Slide: Man flagging down truck/ What is happening here? ( ) What does his gesture mean? (Please stop) Why is he signaling instead of talking? ( ) Everyone try this gesture? ( ) ( ) A person could use that gesture to tell a bus or a taxicab to stop. Why is he using a gesture instead of his voice? Did you ever use this gesture? ( ) Did you ever see someone else use it--maybe on television? ( )

(6) /Slide: Lady in lumber yard/ Can you guess what she is gesturing? (She wants something--maybe a piece of wood about that size) If she wants a piece of wood of a certain size to fit a particular place, it would be better if she had used a ruler to measure it. If she measured it she could tell the sales clerk the exact size: "I need a piece of wood 15 inches long and two inches wide," or whatever the size ought to be. Maybe she just wanted a small scrap that didn't have to be of an exact size. If she wants a small piece that doesn't have to fit something, she can show the sales clerk the approximate size with her hands. Can you think of when you might use a gesture like this to show someone the

size of something? /Teacher accepts good examples: Fish, etc./ Yes, we might use our hands to show people the size of the fish we caught, or how tall our brother is. Let's suppose you have some things you would like to keep in a big cardboard box so everything is kept together. If we went to a grocery store or supermarket to ask for an empty box carton, they might want to know what size box. Think of some things you might keep in a box--think of what size box you might want. Now, suppose you are in a supermarket and you want to show the manager or the clerk the size box you want--use your hands to show the size--( ). What do we call a signal when we use our hands? (A gesture)

(7) /Slide: Throw the ball/ What does this say? (Throw the ball to me) Yes. He could say, "Throw it here," but he doesn't have to because you understand the gesture.

How many of you have been to a ball game or a circus where men walk up and down the bleachers where people are sitting, selling popcorn or hotdogs or soft drinks? ( ) How would you signal that you wanted to buy two of something? ( ) There is a lot of noise at a ball game so it is easier to see a gesture than to hear someone who is speaking.

What do we call this kind of signal when we use our hands and arms to say something--how many of you have learned the word? ( ) /Teacher calls on slow pupil for the answer--if necessary, hints: "Ge-e"/

Now it's your turn to think of some hand or arm signals--or some gestures--that we haven't already talked about. There are lots more.*

/Teacher accepts each new gesture and asks "What does it say?" This can be an occasion for a teacher to deal with pupil attitudes toward the off-color connotations of some gestures./

---

* (Examples are illustrated on Dittomaster #5 - 7 "Communications by gesture")

/When the pupils cannot think of more gestures, teacher may hint:

"What is the signal we use to say 'Hi!'
'Come here!'
'Stop'
'I solemnly swear' / 'I pledge'
'Go away'
'Please! I beg!'
'Glad to meet you'
'Everything is A-ok'
'Louder, please, I can't hear'
'He's a little crazy'
'King's X--I don't really mean it'
'Oh, go on with you'
'I am the winner'
'Victory'...' "/

Today we have begun to talk about signals--how it is possible to say things without using words. There are signals of many kinds. Some of them are sounds such as automobile horns and sirens; some of them are lights such as traffic lights and flashing signals. Some of them are hand and arm signals we call--everyone say the word! (Gesture)

(8) /Slide: Hazel truce flag/[a] What is the signal in this picture? ( ) What does it say? (I give up!) /Teacher explains if necessary/

People need to be able to use signals and read signals. Tomorrow, and for several weeks, we will go on to learn more about using and reading signals.

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[a] Permission Saturday Evening Post, (c) 1959 The Curtis Publishing Co.

Supplemental Activities

To provide continuity of concepts, the following or other activities might be included in teacher planning:

Class compilation of an illustrated list or dictionary of gestures.

Class voting on certain topics; "ayes" and "nays" to be signaled by raised hand.

Teacher use of gestures such as "Rise," "Ssh," "Your turn," etc. at unpredictable times as a means to keeping class attentive to gestures.

A pantomine story such as the following: "I am going to use signals that tell a story. Let's see how many you can read. I need someone to act with me. See if you can tell what you should do from my signals. Who will be the other actor?"

/Teacher pantomines:/ /Teacher waves from side to side/ "What am I saying? (Hello) /Teacher beckons/ What am I saying? ("Come here") /Teacher speeds up the beckoning/ What does this say? (Hurry) /Teacher stretches out hand for a handshake/ What am I saying? (Good to see you) /Teacher cups hand to ear/ What am I saying? (Can't hear) /Teacher shakes head/ What am I saying? (No) /Teacher puts finger on lips/ What am I saying? (Quiet) /Teacher glances around as if to see if anyone is behind/ What am I saying? (Who is behind me?) /Teacher beckons again and points over left shoulder/ What am I saying? (Let's go there) /Teacher holds up hand and frowns/ What am I saying? (Stop or Wait) /Teacher tiptoes and looks furtively around/ What am I saying? (Don't let anyone hear us)

That's right. Joe could read my signals and Joe did what they said.

Thank you. You were a good actor. Let's see if our class can tell me the story of what I was saying." /Teacher works for group reconstruction of story/

Another pantomine story such as the following: "Let's have two more actors." /Teacher assigns one as signaler; one as driver. Teacher shows the driver how to follow, exactly, the directions of the signaler; and the signaler how to be responsive to the situation of the backer./

"That's fine." /Teacher claps gently./ /Teacher signals for actors to return to their seats./

SAYING THINGS WITH SIGNALS

Objectives: To continue discussion of the language of non verbal signals: pictographs, flashing lights, colored lights

Materials:
Slide projector
Screen
Set Slides (I-B)

Vocabulary:
advertising sign
aircraft beacon
blinking lights
colored lights
commercial artist
conning
emergency
emergency vehicle
exit
flashing lights
indicator
label
landing field
landing strip
pictograph
right of way
traffic
visitor
warning

Yesterday we began to talk about signals. There are many ways of saying things without using words and today we will talk about this some more.

What do we call the signals we make with our hands, everyone! (Gestures) Who can show us a baseball umpire's signal and tell us what it says? (*)
(1) What do we call the kind of signal he uses? (Gesture) /Slide: Deck officer/
In the Navy, when airplanes come in to land on an aircraft carrier a deck
(2) officer uses many gestures to help it land. /Slide: Stop/ /Point/ This
officer is signaling the pilot to stop. In a minute he will give the signal to cut the engine. Does anyone know the signal to cut engines? ( )
(3) /Slide: Plane talk/ /Discuss/ Why does the pilot have to know what the
signals are telling him to do? ( ) Why do we use signals in noisy places? (People can't hear our voices.)

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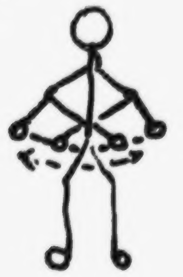
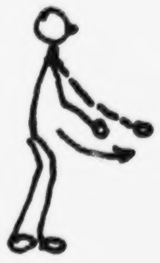
* Safe



Strike! (pumps fist)



But we also use them when we don't want anyone to hear us. Suppose you were at home. Suppose in the bedroom there is a sleeping baby. A visitor comes--maybe the baby sitter has arrived--and you would like to signal the baby sitter to go upstairs or into another part of the house, or to come with you to see the sleeping baby; how could you do this, using gestures? (/Teacher encourages a pupil or pupils to work this out/)

We can also use pictures as signals. Suppose you had a job working in the Street Department for our city. Suppose there is a busy street with lots of traffic on it that goes past a lot of homes where small children are living, and some of the children might not keep away from the street; could you make up a picture signal that would warn automobile drivers to watch out for the children? This would be a picture signal that would be painted on a sign and put up beside the street where drivers would see it. What would it be like? (   )

/Teacher may have pupils draw such a sign. When pupils have finished,
(4) show slide./ /Slide: Children playing/ What does this real picture signal tell us? (   ) It warns drivers to drive slowly because there are children around. The name for a picture signal is a pictograph. What is the name for a picture signal? (   )

(5) Here is a pictograph. /Slide: Skull & bones/ What does it tell us? ( ) What do we call it? (Skull and bones) Where might we see this picture? (   ) We might see this picture on a label on a can, or on a bottle. What does it tell us? (   ) It warns not to eat or drink what is in the container. The contents could kill us or make us very, very sick. Sometimes this picture is black; sometimes it is red. Sometimes it is very small. Sometimes this poison picture is not used on cans and bottles even when the contents are poisonous. We have to be careful about any bottles and cans when we

don't know for sure what is in them. /Teacher might have examples present of household items such as paint, bleach, lye, insect spray, weed killer, kerosene, etc. and pupils can search for warning signals on containers./

(6) /Slide: Striking snake/* This is another picture signal that means "poison." Can you tell us what the picture is of? ( )

We can also use flashing lights or colored lights as signals. What kinds of cars have lights on top that can flash? (Sheriff, police, highway patrol, ambulance, fire trucks). All of these are called emergency vehicles. Whenever something bad happens and something needs to be done about it *right now*--it is an emergency. It might be that someone is driving dangerously and ought to be caught and stopped before there is an accident. That is an emergency for the sheriff, the police, or the highway patrol. A building might be on fire. That is an emergency that needs the fire department. Someone might be very sick--that's an emergency for which we might call an ambulance.

There are other emergencies. Sometimes an electric power line is knocked down on the ground, or broken, possibly in a storm. If someone would touch it, the electric shock might kill him. That situation needs something done about it immediately. That is an emergency. Does anyone know whom we should notify about the electric line? ( ) (If we notify the power and light company, they will send out a repair man in a truck to take care of it.) The truck might have a flashing light on it as a warning. What does the flashing light tell drivers? (Not to run into the truck when it is parked on a dark street.) Have you ever seen a repair truck that had a flashing light on it? ( ) /Teacher option to ask what other kinds of repair trucks might be emergency vehicles: telephone, water, gas, wreckers, etc./ What does it mean when we see the flashing light on the roof of a moving car or truck? (It means for us to pull our car over to the side of the road and stop, because the emergency vehicle has "right of way.")

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* This is the new poison symbol

Suppose we were driving on a highway at night and our car broke down, or maybe we found a wreck, or a dangerous place in the road, how could we signal so that other people might stop to help? (Wave a flashlight) /Teacher option to discuss possible hazards: If we are the driver who sees someone else waving a flashlight or lantern at night, we must be careful. If they are in the middle of the road we will stop, but we should keep the engine running, the car doors locked, the windows rolled up and be ready to drive off if there is not a real emergency. Etc./

(7) A blinking light on a street barricade /Slide: Barricade/ is also to warn us not to run into something. What might be the trouble here? (A dangerous place in the road or on the sidewalk.)

If we are using a boat at night we may see a flashing light, that was put there to warn us not to run into something. /Teacher option to discuss buoys and lighthouses./

For airplanes, flashing lights on tall towers are used to help the pilot find his way from one place to another, and to find the landing field. Have you ever noticed flashing aircraft beacons at night? (/Teacher may direct discussion to some local beacon./)

(8) /Slide: Airplane starter/ Here's another way to use colored lights. This is a man who works at an airport. He is signaling an airplane pilot "OK to start your engines." Let us make the same signal with our arms. ( ) He is making a signal by twirling flashlights.

What is the color we usually use as a signal of danger, to be careful,
(9) or to stop? (red) /Slide: Train crossing signal/ What is this signal?
(10) ( ) What is it telling us? ( ) /Slide: Train passing/ It says stop
because a train is coming.

(11) /Slide: Railway signal bridge/ These are railroad signals over some

tracks. Trains also have traffic signals that tell the engineer when he can go and when he must stop.

Not all red lights mean danger or stop. Not all green lights mean "go." Let's think of some other things that red and green lights can be used for: (/Teacher accepts any good suggestions: Christmas time, left and right side of aircrafts or boats, open and closed toll gates, etc./)

(12) Here is a red light signal: /Slide: Exit/ What does it tell us? ( ) The word "exit" tells us this is where we can get out of a building. The arrow points to the way out. Sometimes it is red. Sometimes it is green. When we see an exit sign over a door, it is all right to open the door even if the light is red. /Teacher discusses use and location of emergency exits in school, institution, theatre, hospital, aircraft, etc./

(13) /Slide: Elevator down/ Here is a red light signal by an elevator
door. What does it tell us? ( ) The red light is a signal it is going
down. If we want to go *up* we don't get on the elevator on that trip and we
(14) wait until the light signal shows us it is going up. /Slide: Elevator up/
What does this signal tell us? ( ) The elevator is going up.

(15) /Slide: Neon signs/ These are just advertising signs. Store owners and restaurant managers sometimes use red lights or blue lights or green lights or yellow lights to show they have things for sale. The color of their advertising sign is not important. They use color or flashing lights to get our attention. They want us to notice they have something to sell. This is a picture of an advertising sign that had a flashing light.

(16) /Slide: Supermarket sign/ The colors on the sign are just to make us look at it. The flashing lights on the arrow are just to attract our attention. What is the sign advertising? (An IGA supermarket has a special price on coffee.)

Before we go on, I will make a list on the blackboard of kinds of signals we have discussed. What do we call signals we make with our hands and arms? (/Teacher writes "gestures"/ What do we call the picture signals? (/Teacher writes "pictograph"/) What else have we talked about? ( ) /Teacher may probe to get responses, and writes "flashing lights," "blinking lights," "colored lights."/

Now, let's talk for awhile about the different sounds we can use as signals. /Optional: a recall competition/ Can you think of some? /Teacher accepts good suggestions and may list them on the board: viz., sirens, bells, horns, buzzers, whistles, shots, a shout, a scream, a cry, drum beats, football play numbers, knocking, etc./

Tomorrow we will begin talking more about sound signals and will hear some on the tape recorder.

Optional and Supplemental Activities

Walk through building to note emergency exits.

Drawings to illustrate that society uses many pictographs:

> "Suppose you have a job as a commercial artist and someone wants to buy a sign that would show people that "Hamburgers are for sale," or "Cokes are for sale," or "A sleeping room is for rent." Or, perhaps a factory that cans vegetables wants a picture label that shows shoppers in grocery stores that "This can contains green beans." "This can contains sliced carrots," etc./

Trip to airport to observe signals of "plane talk"

Trip through town to discover and list usual signals.

Resources:

Labels and materials for poison prevention

American Pharmaceutical Association
2215 Constitution Avenue N.W.
Washington, D.C. 20037

Basketball, baseball or football sport officials' guides, available from local State Amateur Athletic Association headquarters

USING EYES AND EARS TO KNOW WHAT TO DO

Objectives: To present more of the language of non verbal signals

Materials:
Slide projector
Screen
Set slides (I-C)
3-3/4 speed tape recorder
Tape (I-C)

Vocabulary:
bell
buzzer
carton
chime
drown
horn
intersection
lifeguard
rescue
shot
siren
whistle

We have begun to talk about signals--how things can be said without using words. We have been talking and thinking about signals and we have practiced using some gestures. Today we will discuss more signals. We will have quite a few lessons about them because signals are important for us to understand. They tell us about things so that we will have a
(1) better idea of what we are supposed to do. As an example, /Slide: Carton/. We don't know what is in this big carton, but if someone has painted this signal on it, we do know it should not be turned upside down. What does the picture signal the delivery men to do? (   ) Why do we use picture signals? (They are usually easy to read.)

There are signals that we must learn how to read. For example, we have to learn that the color red is sometimes a signal that says "stop" or "danger," but it doesn't always mean that. Tell us what else it can mean? (Left side of boat, elevator "down," exit, etc.) We have to learn the different meanings of colored lights and moving lights and traffic signals. We have talked about some of these, and before we finish with our lessons on signals we will talk about more of them.

Up until today we have been talking mostly about signals that we see.

Yesterday we talked for a little while about signals that we hear. /Teacher gives brief resume of class discussion and seeks review from pupils./ Today I have some sound signals on this tape recorder for us to discuss.

(R1) /Recorder: Siren/ What do we call this kind of sound signal? Remember there are different kinds of sounds--bells, whistles, buzzers--what do we call this sound? (Siren) Yes. What kind of automobiles and trucks might use a siren as a signal? (Emergency vehicles) Every driver must learn what he or she is supposed to do when they hear a siren. What must drivers do? ( ) That's right.

/In communities where a siren is used as tornado warning, as air raid drill warning, or as a curfew, etc., teacher may discuss what the siren is reminding people to do.

(R2) /Recorder: Whistle/ What do we call this kind of sound signal?)Whistle) Let's think of who might use a whistle as a signal? /Teacher encourages class response and lists on the blackboard--may hint.*/ We have to know who is using the whistle or we don't know what it means.

(2) /Slide: Police/ A police officer who is directing traffic at a busy intersection uses a gesture to signal traffic coming from one direction to stop and he gestures for cars coming from the other direction to come. /Teacher imitates the gestures./ At the same time, or just before he gestures, he blows his whistle. Then, after a few minutes he will blow his whistle again and reverse his signals /teacher demonstrates/ so that the stopped cars can go, and the other line of cars must wait. The whistle warns the drivers to be ready for the change.

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* Some possibilities: traffic officer, lifeguard, scoutmaster, gym teacher, sports officials, boy whistling for dog, dog trainer, drum major or majorette, drill leader

(3) /Slide: Lifeguard/ Here is another man who uses a whistle. Who would you say he is, or what does he do? ( ) Right. He is a lifeguard. He must be a very good swimmer and must know how to rescue people. His job is to watch people on beaches and in pools to see that no one is drowned. /Teacher may elaborate if necessary./ What does his whistle signal tell people? (They are doing something he thinks may be dangerous--such as playing too roughly, swimming out too far, etc.) /May discuss different meanings of use of a whistle by gym teacher, drill leader, dog trainer, etc./

(R3) /Recorder: Auto horn/ What do we call this sound signal? (Horn) What makes this sound signal? ( ) What does it tell people? ( )

Who can think of some bell signals? /Teacher encourages class recall and discussion./[*]

(R4) /Recorder: Door chime/ What do we call this sound signal? (A door chime) What does it tell people? (Someone wants us to open the door.)*

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[*] Some possibilities: a school bell tells us a period is ended or about to begin; some churches ring bells on Sunday to remind us to come to church. A bicycle bell is a signal someone on a bicycle wants to go past. A doorbell tells us someone wants us to open the door. A fire alarm is a bell that tells us to leave the building as quickly as possible. Other bells: telephone, alarm clock.

If a pupil mentions "jingle bells" teacher may wish to explain their use as a traffic signal. Example: "Before we had any automobiles people went places by having horses pull carriages or sleds. In cities and towns the traffic was either bicycles or horse drawn vehicles. They could have collisions and accidents just as we have with automobiles; so they used bells, or bugle type horns to let other drivers know they were coming. The song about jingle bells is about the bells on the horses' harness when they were pulling a sled in the wintertime. Sleigh bells were fastened to the leather harness and they jingled whenever the horses moved.

(R5) /Recorder: Clock chime/ What do we call this signal? ( ) What does it tell us? (It tells us it is 8 o'clock.) We don't have to look at the clock to know the time.

(4) /Slide: Swimming starter/ What is happening here? ( ) This man is an official at a swimming race. When the swimmers are lined up and ready, he fires a shot as a signal to "go!" /Optional explanation: His pistol is loaded with a blank cartridge. That means there is no slug, or bullet, in the cartridge, but the gunpowder in the cartridge explodes when he pulls the trigger just the same as in any cartridge, and makes the same noise. It is the

(R6) exploding gunpowder that makes the noise./ /Recorder tape: Take your marks!/ Which other sports can you name where a pistol is used as a signal? (Track race, basketball) /Teacher or pupils may elaborate./

Today in our discussion of signals we have listened to some different kinds of sounds that people use as signals. Before we go on, let's list them on the board. /Teacher lists "siren," "whistle," "horn," "bell," "chime," "shot."/**

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* If pupils say "Avon calling," teacher may explain that a company that makes women's beauty products wanted to have some kind of sound that would make people remember their name--Avon. The salespeople come to your house to sell their products; so the company recorded the sound of a house door chime, and use it on their commercials.

** Optional: If pupils are making a book of signals, pupils may draw the examples.

Optional: Further discussion of additional sound signals. If class is interested and teacher believes additional discussion productive, sound signals include: wireless key buzzer, submarine alert horn, human sounds intended as signals: (tsk, tsk, mmhm, unhunh, whew, ugh!, a wolf whistle), human sounds interpretable as signals (laugh, stopped up nose, cry, etc.), animal sounds interpretable as signals (rooster crow, hen cluck, dog bark, cat purr, growl, etc.)

There are some other sounds we use, but we won't take time to discuss them today.

(5) Let us begin to think about the many signals in our homes. /Slide: Porch-light & house number/ How many signals can we see in this picture? (The house number, the porch light, and the knocker.) If we expect someone to visit our home at night, we can turn on an outside light. This makes it easy to see our house and it lights up the house number. The light is a signal that someone is expected, and the number is a signal that shows which house this one is. The doorbell or knocker would be another signal, wouldn't it?

(6) /Slide: Footscraper & doormat/ If we see these on the doorstep, what do they tell us? ( ) Yes. They tell us to clean our shoes because the person in the house doesn't want the rugs and floors to get dirty.

(7) /Slide: Using door knocker/ What is happening here? ( ) The door
(R7) knocker is a signal that someone is at the door. /Recorder: Doorbell/
What other signal could this visitor use? (Doorbell)

(8) /Slide: Shake hands/ If our friend greets us holding out his hand, it is a signal to do what? ( )

(9) /Slide: Someone holding a hanger/ If someone holds out a coat hanger, it is a signal to -----( )

(R8) /Recorder: Telephone/ When the telephone bell rings, it is a signal to
-----( ). Yes. The telephone can give other signals. What happens if we
forget to put the receiver back on the rack? (Beep) A beep signal tells us
(R9) we forgot to put the receiver back on the hook. /Recorder: Busy signal/
What does that tell us? ( )

(R10) /Recorder: Whistle/ Who can guess what this signal is? ( )

(10) /Slide: Tea kettle/ What does it tell us? ( )

Suppose we see smoke coming out of the oven, what does that tell us? ( )

Suppose we smell something scorching? ( )

Suppose we hear water dripping, what might this be telling us? ( )

(11) Here is a light signal. /Slide: Percolator/ Who knows what this red light is telling us? (The coffee has finished perking.)

(12) /Slide: Alarm clock/ What kind of clock is this? ( ) An alarm clock is not the same as a chiming clock. A chiming clock chimes for every hour--one chime for each hour. An alarm clock makes a ringing noise for any time that we set it to go off. /Teacher may wish to demonstrate an alarm clock and elaborate its use./ What does the alarm clock bell tell us? ( )

(R11)(13) /Recorder: Crying baby/ What is this signal? ( ) /Slide: Baby/ If we are a parent or a baby-sitter, what does it tell us to do? ( ) That's right.

/Optional: A recall quiz/

That's about all the signals we'll have time for today. Now that we have talked about so many, you can see how important it is for us to understand them. For almost everything we see and hear we must know what the different signals are telling us to do.

Today we talked mostly about sound signals. Tomorrow we will talk a little about other kinds of signals.

Supplemental and Optional Activities

Using Our Ears in the Classroom

1. Practice in identification and inference from sounds:

Pupils close eyes and put heads on desks. Teacher produces a series of sounds for identification:

Function: What is happening?

Use a stapler, rubber stamp, scissors, pencil sharpener, opening a cupboard; put a jar on counter; unscrew lid and pour contents from jar; stir; open a coke; put ice in glass; pour coke. Walk across room; open desk drawer; put pad on desk; tear off a sheet; write; erase; crumple up paper and throw in wastebasket. Have pupils listen carefully and attempt to relate what happened. /Write on blackboard/ Wash hands; dry them; rub on lotion; wind clock; turn on electric fan/ air conditioner/ switch light on or off.

Localization:

Teacher may walk to different parts of room while pupils, with eyes closed, point to changing locus.

Recognition of material attributes:

Drop objects on floor for identification as to which is bigger, smaller, heavier, lighter, solid, loose, unelastic, elastic:
Ruler, pencil
Paper clip, eraser
Key ring, key

Identification of voice characteristics:

Pupils in turn say, "Hi" or "Hello" or "No" or "Yes" while others guess identity.

Recognition of Feelings

Slam drawers, slam desk top down, stomp around room.
"Hello, Mary." (pleasant)
Game--Who does this?
Game--How does he feel?

2. Teacher or pupils record sound signals and practice interpreting them. As an example, expressive pupil behavior.

3. Practice use of telephone, noting difference between tone signals.

4. Prepare lesson on signals used by sports officials to regulate behavior in baseball, football, basketball, etc.

In preparation for quiz, teacher may wish to prepare a tally chart.*

USING SIGNALS TO KNOW WHAT TO DO

Objectives: A discussion of signals used to direct traffic; especially the use of color and geometrical shape.

Materials:
- Slide projector
- Screen
- Set slides I-D
- Ditto #8 Pupil "Savings Books"
- Ditto #9 Basic Traffic Signals
- Drivers handbooks /Procure from State Highway Dept., Capitol City of State/

Vocabulary:
- accurate
- barricade
- caution signal
- circle
- crosswalk
- diamond
- go signal
- narrow shoulder
- no parking sign
- octagon
- parking sign
- pedestrian light
- push button
- railway crossing gate
- railway crossing sawbuck
- railway crossing signal
- rectangle
- stop signal
- street arrow
- traffic lane
- traffic light
- triangle
- turn light
- walk light

For several days we have been talking about how people find out what they should do by reading signals of one kind and another. We have talked about reading pictographs, or picture signals. We talked about reading colored lights or lights that flash on and off. Yesterday we talked about sirens, whistles, and bells and some other sound signals that are used so we can know what we are supposed to do.

When people don't know what these signals are trying to tell them, they

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*

Team	Points	Team	Points
Bob	II	Ken	
Joe	I		
[illegible]			
[illegible]			

often do the wrong things, and there are accidents. As an example, what might (1) happen if we didn't know what these signals are trying to tell us? /Slide: Railway crossing light/ ( ) Yes. The picture is a railway alarm signal and it tells us to stop and to wait until a train has passed by before we cross the tracks. If we did not know what the signal was telling us, we would not stop and there would be an accident. Today we are going to look at traffic signals. People who ride bikes, and especially people who drive cars, have to be accurate at reading traffic signals so they will know what they are supposed to do.

How many of you have ever had lessons in driving and in reading traffic signals? ( ) Some of you may know more about traffic signals than others but today everybody is going to have a chance. /Pass out driver hand books to pupils./

/Teacher holds up booklet. This is an official drivers handbook that shows the sign signals that drivers need to learn. We will look at some sign signals in this book and practice doing what they say.

First, before opening your books, who can describe or draw a traffic sign--any traffic sign--and tell us what it says for us to do? /Teacher may call on a pupil to go to the blackboard and try to draw a sign named by another pupil. Teacher may probe--"What does a stop sign look like?--a slow sign?" etc./ /Encourage pupils to give guiding descriptions or corrections to pupil at blackboard. Pupils in seats can be making a sketch of sign being drawn on board./

The traffic control signs and signals tell us something by their colors. When we come to a street intersection and see a red traffic light, what does it tell us to do? (Stop--whether we are a driver or a pedestrian.) When we come to a street intersection and see a yellow traffic light, what does

it tell us to do? (It says "slow." Usually it tells us to get ready to
stop.) /Teacher may want to ask a slow pupil what a green traffic light
(2) says./ How many of you have ever seen a blue traffic light? /Slide: Walk
light/ If we are waiting to walk across the street, what does this tell us
to do? ( ) It is called a walk light. If we are riding a bicycle or
driving a car, does this tell us to go? (No. It is only for walkers.)
Everyone, what is it called? ( ) /Pupils may draw walk light./

(3) /Slide: Turn light/ This is called a turn light. How many of you
can read what this signal says? ( ) It is a signal for a driver or a
bicycle rider that it is their turn to move if they want to turn in the
directions the arrow is pointing. In what directions are the arrows
pointing? (Right and left) It signals drivers and bike riders they can
turn. They must not go straight ahead. Everyone, what is it called? ( )
/Pupils may draw./

(4) /Slide: One way arrow/ This is a very important signal. If a driver
doesn't see this, there is apt to be a bad accident. This is a one-way
traffic signal. It tells drivers that traffic can go in only one direction
on that street. What would happen if someone turned onto the street and
(5) went the other direction? ( ) /Slide: One-way accident/ Who can tell
us what happened and is happening here? (/Discuss. How can we identify the
car drivers? Who was at fault?/ /Pupils may draw one-way signs./

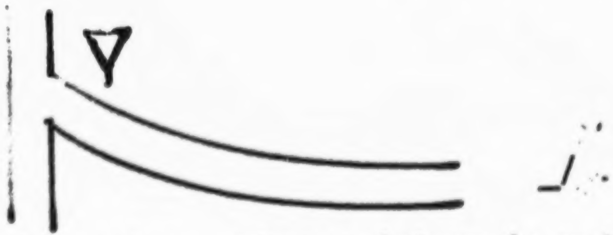
(6) /Slide: Street arrow/ Here is another arrow, painted on the street.
This tells a driver that he can go straight ahead or turn right from that
lane. If he had wanted to turn left, he should have his car in a different
traffic lane. /Pupils may draw./

(7) /Slide: Crosswalk/ This is called a pedestrian crosswalk. Here is
another signal painted on the street. Everyone, what do we call it? ( )

Who knows what it tells the driver? (It says that walkers have the right of way. If someone is walking across the street at a crosswalk, cars are supposed to stop.) /Pupils may draw./

/Same slide/ /Teacher point to push button on the traffic light standard./ How many of you have seen something like this? (   ) /Teacher may ask a pupil to say where one is./ When you see a button like this on the base of a traffic light, that tells you something important. /Teacher may have pupil explain its use./ We call it a pedestrian light because it only
(8) turns on when a pedestrian pushes the button. /Slide: Child pushing button/
(9) /Slide: Children ready to cross/ Everyone, what do we call this kind of a light? (   )

In directing traffic--in signaling to drivers what they are supposed to do--sometimes we use colored lights. Sometimes we use arrows. Sometimes we
(10) also use different shapes or forms. /Slide: Shapes/ /Teacher point/ This form has three sides. What do we call this shape? (Triangle) /Point to the yield sign below./ The word printed on it says, "Yield." /Draw on blackboard:



/

It is called a yield sign. When a driver is entering a main road from an entrance road, he may see a yellow triangular sign right here. /Demonstrate on diagram./ It tells him he must yield the right of way to cars on the other road. It means he must wait until he can enter or cross the road without making the other cars stop. What do we call it? (   ) Where have you seen a "Yield" signal? /Indicate a nearby location./ /Pupils may draw "Yield" sign./

(10) /Teacher point/ This form has 8 sides. It is called an octagon. Only

one signal has this shape. A_____, point to the highway signal that has this shape. /Wait/ It is called a stop sign. What does it tell the driver to do? (Stop) Everyone, what color is it? ( ) What shape is it? ( ) What do we call it? ( ) /Pupils may draw./

/Teacher points to circle/

B_____, point to the highway signal that has this shape. /Wait/ It is called a railroad signal. What does it tell the driver to do? ( ) Everyone, what color is it? ( ) What shape is it? ( ) What do we call it? ( ) /Pupils may draw./

/Teacher point to diamond/ This form has four sides. What do we call this shape? ( )

C_____. point to the highway signal that has this shape. /Wait/ We call it a caution sign. What does this signal tell the driver? ( ) A yellow diamond shaped signal warns the driver to slow down because of something ahead. This one warns him of sharp turns in the road ahead.

What signal would we use to warn a driver about a school crosswalk ahead? ( ) What signal would we use to warn a driver about road repairs ahead? ( ) Everyone, what color is it? ( ) What shape is it? ( ) What do we call it? ( ) /Pupils may draw a caution sign./

/Teacher point to vertical rectangle/ This form has four sides. In the picture it looks like a square but it is usually taller than it is wide. It is a tall rectangle.

D_____, point to the street signal that has this shape. /Wait/ It is a traffic regulation signal. What does this signal tell the driver? ( )
(11) It is white and it has writing on it. /Slide: Park: No Park/ Sometimes
the writing is red. What does it tell the driver? ( ) Red writing means

no parking. Sometimes the writing is green or black. What does green writing tell the driver? ( ) Green writing means OK to park at certain times. Everyone, what do we call the shape? ( ) A rectangular sign has rules or instructions written on it. /Pupils may draw a vertical sign./

Repeat (10) /Slide: Repeat shapes/ /Teacher point to horizontal rectangle/ This form has four sides. It is a wide rectangle.

E_____, point to the street signal that has this shape. /Wait/ It is a one way signal. We know what it tells the driver. Everyone, what color is it? ( ) Everyone, what do we call it? ( )

We have been talking today about traffic control signals and signs. Now we will have a quiz contest to find out how many we can read. We will divide our class into two teams. /Teacher may divide class into two teams in any manner preferred. Teacher points to tally chart or diagram on blackboard./

As I show pictures, the first person on this team has a chance to answer a question about it. If he can't answer, then the first person on the next team has a chance to answer. /Teacher pauses/--Any questions? ( ) It is important to wait for your turn and not to answer out of turn.* I will keep track of every correct answer and will make a tally mark beside your name. Each member of the winning team will receive five extra points. When we finish the contest, I will give each of you a privilege point savings book. We will have other contests and you will win more points. /Teacher explains the exchange system. See Introduction, Pages 4 & 5./

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* If no one can respond correctly to certain questions, teacher responds and explains and neither team earns points.

(12) Here is the first picture. /Slide: Railway crossing/ There are many signals.* /First pupil/, name one or point to one and tell us what it means for someone to do. ( ) /Teacher indicates correct answer by a tally beside pupil name on board./ B____ /First pupil other team/, name or point to one other signal and tell us what it means to do. ( ) /Teacher tallies/ /Teacher proceeds until no more signals can be named and function described./

/Teacher proceeds similarly/

(7) /Slide: School crosswalk/

(13) /Slide: School crosswalk/**

(14) /Slide: Highway signs/

(15) /Slide: Highway signs/

(16) /Slide: Barricade/

(17) /Slide: Highway regulations/

Fine. That's all there's time for today. /Teacher passes a savings book to each pupil who writes his name on it. Teacher delegates several trustworthy pupil recorders, explains how pupils are to bring their savings book to their recorder and how the recorder is to enter a pupil's score (including extra points for winning team membership) in the first space. Teacher may demonstrate. Pupils then return savings books to teacher and return to their seats. Recorders might earn points for accurate recording.

/Optional: To begin planning for model town to be used in II-B, in street naming project./

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* Signals: Ry. crossing sawbuck, ry. flashing light (or alarm; ry. crossing gate; rear warning lights, lantern, highway divider stripe, curve sign.

** stop paddle, driver stop arm signal, stop tail light.

Optional and Supplemental Activities

Posters of signals, made by pupils

Bulletin board, materials brought in by students

Individual and class spelling book of words used in unit

Illustrated dictionary of key words

Role play or charades, using colors and shapes of signs

Field trips: To a traffic bureau
To a traffic court

Resources:

Goldstein, Edith and Spache, G. Go. NY: American Book Co. 1965 Good sized print; easy to read. Excellent, even for non-readers, for use with traffic signal unit. 2nd Gr. reading level but interesting to junior h.s. spec. educ.

A visit by someone from Police Traffic

State Highway Commission (State Capitol) Bicycle Safety Code and Regulations

I Want a Driver's License.......$1.35
and
Road Signs 1.35

Fern Tripp
2035 East Sierra Way
Dinuba, Calif. 93618

Chart, 24"x36" Standard Traffic Control Signs......20¢
Chart, 11"x17" " " " " ......10¢
for sale by Supt. of Documents, U.S.Govt. Prtg. Office,
Washington, D.C., 20402
Without charge from some State Highway Commissions,
Division of Traffic Safety
Capitol City of each state

Pupils might each procure state highway map. Examine slide (1) prior to use of lesson.

SIGNALS THAT TELL US WHERE WE ARE AND HOW TO DRIVE

Objectives: To clarify system of place finding by highway markers and numbers, and the meaning of some additional highway signals.

Materials:
- Slide projector
- Screen
- Set slides (I-E)
- State Drivers Handbook*
- Kansas Highway Map*
- Basic Highway Signals (Ditto #9)

Vocabulary:
- barricade
- careless driving
- city
- dangerous driving
- divider stripe
- don't pass stripe
- east
- intersection
- interstate highway
- narrow shoulder
- north
- octagon
- railway crossing sign
- railway sawbuck
- shield
- south
- speed limit
- state
- state highway
- town
- U.S.highway
- violation
- west
- zebra stripes

We have been talking about signals for nearly a week now. I am going to write something on the blackboard. Let's see who can help finish it. /Teacher writes: "We can use signals to ______."/ What does it say and how do we finish the sentence? (Say things without using words.) That's right. Let's review a few signals.

Who will remind us what signal we use at home when we expect a visitor at night? ( ) Yes. We can use an outdoor light as a signal.

How can we signal to someone to come closer? ( ) To speak a little louder? ( ) That's right. We can use a gesture by our hands or arms as a signal.

If there was something dangerous in a box or a can or a bottle, how could we warn someone? ( ) We could use a warning picture as a signal of danger.

Yesterday we were talking about the shape of traffic signals. Most of the traffic signals help prevent accidents. [Teacher may review the shapes and meanings of traffic signals.] Today we will talk especially about the signals that are used to tell people where they are and how to drive from one place to another safely.*

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* Free copies may be ordered from State Highway Commission in state capitol city.

A city, or a state, like the state of [Teacher fills in state name.] is a big place and it would be hard to find our way around if we did not use signals and signs that show us where we are. Things have to be delivered from farms, or from factories, that are in one part of a state, to stores in other towns or in other parts of the state--or even to stores in other states. Why do people go from one town to another? ( ) Yes, to visit their relatives or their friends; or they might need to move from one town to another to get a job. When people have to go by automobile or truck from one town to another, they need a map that shows where the towns are, and where the roads are, and what roads to follow.

(1) [Slide: Four state map][a] This is a map that shows part of four different states. [Teacher indicates the states.] These are the biggest cities. [Teacher may name several and indicate them.] We know because the print is so big and because the outline of the city is shown in yellow.

These cities and towns are somewhat smaller. [Teacher may point to several.]

By looking at highway maps we can see what roads we would have to follow if we were planning to drive from one town to another.

Who can tell us where we could go to get a highway map? (We could go to a large filling station.) Yes, most big filling stations have highway maps for the states that are close by. If we need help in finding the town to which we want to drive, we could ask a filling station attendant, or maybe the manager of a motel, or a policeman or a sheriff. These people usually know a lot about towns and highways.

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* Remind pupils that even though they do not drive, they can often help the driver if they know the signs of the highway.

[a] Permission Rand McNally, (c) R.L. 67566

Suppose we are in Parsons, Kansas, and we want to drive to Kansas City. Let's find Parsons on the map, and Kansas City, and see what highways we would use on our way to Kansas City. /Class can discuss possible routes./ /Optional procedure to include discussion of north, south, east,
east
west./ We could take highway 160 over to 69 /teacher indicates/, and go
north   north
up on 69 all the way to Kansas City. We could go up on 59 until it
go northeast on
comes to highway 169, and then stay on 169 until it comes to 35, and
on into Kansas City. Or, we could stay on 59, and then switch off onto 35 to Kansas City. /Class discussion of routes might include comparison of mileage, traffic conditions, etc./

You can see how the highways are marked. Each highway has a number that is printed in a circle like this /teacher points/ or in a shield shape like this /teacher points/.

Suppose we decide to try routes 59 and 35 /teacher indicates/. We start our trip in Parsons. We could ask the attendant at a filling station how to find 59. We would follow his directions to drive to the cor-
(2) ner of 16th and Broadway. There we would see all of these signs. /Slide: Signs/ /Pupils may read./ What do we do there? (   ) /Repeat slide 1/ /Can pupils decide what to do?/ Since Erie is between Parsons and Kansas City on the map, we know we turn left here. After we turn we see this
(3) marker. /Slide: Highway 59/ It tells us we are now on highway 59. We are still in the city of Parsons. What is the speed limit? (30)

As we drive along we will see signals of different kinds that we must know how to read.

(4) /Slide: Ry Crossing/ Everyone, what color is this? ( ) "R R X"
What does it tell us? ( ) Yes. The road crosses a railroad track.
What does a driver do when he sees this signal? ( ) Yes. He slows
down to be certain both directions are clear and that no train is coming.
(5) Sometimes we see a different railroad crossing signal. /Slide: Ry crossing/
It is a big white X on a standard. Sometimes there are two lights
under it that turn red when a train is coming as on this slide.
(6) /Slide: Road narrows/ Here's another important signal. What color
is it? ( ) Yes. Black and white zebra stripes. When we see this
signal we know the shoulder of the road /teacher may explain/ is becoming
narrow. When the shoulder gets narrow there isn't room for us to move off
the road. Why might a driver want to drive off the road onto the shoulder?
( ) The highway department puts these signals where we can see
(7) them before we come to a narrow bridge /Slide: Bridge/ or before we
come to a place where there is a very narrow edge to the road. Everyone!
What does the tall zebra striped black and white signal tell us? (Narrow
shoulder) That's right. Why is this signal especially important
when we are driving at night? ( )
(8) /Slide: Barricade/ Here's another zebra striped signal. This is
a long one; not a tall one. Who can tell us what this tells us? ( )
It's called a "barricade" and it marks a place that is dangerous.
(9) /Slide: Highway "don't pass" stripe/ Here's one of the most important
signals. The white stripe marks the center of the road and we
are supposed to drive on the right side of the line except when we are
passing something. But here we see a bright yellow stripe on our side

of the white line. The highway department paints a"don't pass" stripe on state highways where there is a curve ahead, or a little hill where we can't see whether someone is coming from the other direction. Who can tell us what the stripe tells us? (   ) Right. It warns us that it isn't safe to pass. We should never drive across that yellow line. What is the speed limit here? (45)

(10) /Slide: Highway "don't pass" stripe on other side/ What's the difference between this picture and the other one? (   ) The don't pass stripe is on the other side of the divider stripe. It isn't on our side. /Teacher should find out whether even the slowest pupil understands the difference./ It is a "don't pass" signal for people coming from the other direction, but it is all right for us to cross the line. It is not a signal for us.

What happens if a sheriff or the highway patrol sees a car cross their "don't pass" signal? (   ) Yes. It is a violation of the law, and the sheriff will stop the driver. The driver will have to pay a fine because he was driving carelessly or dangerously. He might have caused an accident.

When we see a yellow stripe on our side of the white divider stripe, what does it mean? Everybody! (Don't pass) Right.

Does anyone know how fast we can drive in Kansas on highway 59? /Teacher may have pupils refer to own state driver handbooks for local state speed limits pertaining to various types of highways./ There are different kinds of highways. The shape of their markers is different so we will know how fast we are allowed to drive. The limits are different in different states.

(11) /Slide: Interstate marker/ This is an interstate highway marker.
What color is it? ( ) What shape is it? ( ) Interstate highways
are the best roads. They are sometimes divided highways. They are wide.
No railroads cross them. There are not many intersections. There are
many signs and signals on them to tell drivers what to do. The speed
limit is highest on interstate highways because they are safer. In Kansas
the speed limit on interstate highways is 80 mph during the day; 70 mph
at night, except where markers tell us to slow down.

What color is the Highway 50 marker? ( ) What shape is it? ( )
(12) It is a US highway. /Slide: Highway 59, 57, 108, etc./ What color is
the Highway 59 marker? ( ) What shape is it? ( ) It is a US high-
way. What color is the Highway 57 marker? ( ) It is a Kansas state
highway. US highways are usually better roads than state highways and in
some states the speed limit is higher. In Kansas the speed limit is 65
miles an hour, day or night, on US highways and on state highways, except
where a marker tells us to slow down. What color is the highway 496 marker?
( ) It is a county road and it may not be a paved road.

(13) On our way to Kansas City we see this sign. /Slide: Intersection/
It signals that we are approaching an intersection. Who can tell us what
we do here? /Teacher makes sure the slowest pupil understands explana-
tion./ ( ) Yes. Our road, highway 59, goes to the left. But before we
turn, the red stop sign tells us to stop and wait for cars to get out of
the way on the road we are entering.

(1) /Repeat slide (1): 4 State Map/ /Teacher points to Kincaid as the
place on the highway where #52 intersects, and points to the next curve
(14) on the highway./ Here's where we will see the next slide. /Slide: Curve/

What does it say? ( ) And on the way we will find other diamond shaped signs that are yellow or orange. /May ask pupils to think of what they may signal./*

We might all of a sudden see this. What does it tell us? /Slide:
(15) Red flag stop/ ( ) A red flag means danger--stop.

(16) Along the way we see this pictograph. /Slide: Roadside Park/ What
does it tell us? ( ) What is a roadside park? ( ) Have you ever
seen one? ( ) On our trip to Kansas City we might want to turn off
(17) the highway and stop at the park. /Slide: Turnoff/ This sign shows us
(18) to turn. /Slide: Park/ If we brought a picnic lunch with us we could
eat it at the picnic tables in the park. We could use the toilets.
/Teacher points to trash can./ What is this used for? ( ) Right, a
barrel like this is for people to use as a trash can. If we put all of
our trash in the barrel, the park will always look neat and clean.

(1) Repeat slide (1): 4 state map/ Let's look at our map again. We
have passed the city of Garnett and when we have driven 21 more miles we
(19) see this sign. /Slide: Turn for I-35/ This is where we meet highway 35.
"I" stands for "interstate highway." When we come to this sign, which
way do we go? ( )

(20) /Slide: I-35/ Now we are on a divided highway that takes us the
(21) rest of the way to Kansas City. /Slide: City buildings/ /Slide: City
(22) buildings and exit/ Signs like these tell us to get ready for an
exit from the highway. We must slow down to 30 mph.

Since we followed the signs and signals we found our way for 150 miles. If we did not use signals and signs, it would be hard to find where to go. Everytime we would come to a road we would wonder if that was the one we should take. Some of the roads would go in the wrong direction. To be sure we were going right, we would have to stop and ask people. Some of the people we might ask might not know if the road would take us where we wanted to go. Without maps and signs and signals, a trip would take much longer time and we could not even guess when we would arrive.

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* Possibilities: School crossing, dip, loose gravel, pavement narrows, crossroad, stop ahead, etc.

(23) /Slide: Highway signs/ Before we finish, who can tell us what kind of a highway this /point to Kansas/ marks? (Kansas State Highway) Explain this regulation. /Point to No U Turn/ ( ) What kind of highway are highways 66 and 40? (US Highways) What kind of highway is 35? (National interstate) Explain this sign. /Point to exit/ ( ) Explain this sign. /Point to T/ (Slow, intersection ahead). Explain why there are two speed limits on this sign. (One is day light; other night speed limit.)

Optional and Supplemental Activities

Pupils prepare a comparable lesson, using pictures from own state highway or state park brochures, or other sources.

Pupils each procure a state highway map

Find out about driver license requirements

Draw the highway signs listed in State Driver Handbook in a pupil notebook

Have a "bee" or competition in which pupils tell what each sign tells a driver to do

A field trip project to note local signs and signals and perhaps to photograph additional signs and learn their meaning

Plan shortest route for a trip; or get information as to road conditions

Estimate the cost of trip in terms of mile length, car gas consumption and cost of gas and oil

Comparison of cost of auto trip with other transportation

Practice with directions: north, east, south, west on a map

Read newspaper account of an accident and discuss failure to observe safety signals

Compare a highway map with a city map

Discussion of mileage scales

Resources:

State Highway Commission for state highway maps

PREFACE TO WEEK II

General Topic: How We Use Numbers and Other Traffic Control Signals as Guides to Behavior

Before use of the following lessons:

☐ Read through Week II lessons

☐ Schedule time. (Lessons as written require two hours or more. They may be extended from one day to the next.)

☐ Pre-plan for desired modifications and supplemental activities.

☐ Pre-plan for model city construction. (Construction may be elaborate or simple according to pupil needs and interests.)
_____ What materials to use
_____ Where to construct
_____ Which pupils to work together on what schedule

☐ Arrange for materials and equipment
_____ Model city construction materials (Perhaps borrow or buy Kinder city buildings)
_____ Telephone directory
_____ City map
_____ Highway map
_____ Chart paper (optional)
_____ Slide projector
_____ Screen
_____ Room that can be darkened
_____ Set slides II-A--II-E
_____ Pupil savings books
_____ Pupil notebooks for vocabulary and drawings
_____ Teacher prepares material to supplement seatwork, etc., as desired.
_____ Run off Dittos #10, 11, 12, 13 to provide several copies for each pupil
_____ Trip plans (optional)

☐ Try out audio-visual arrangements
_____ Check order and visibility of slides
_____ Check projector (have spare bulb and know how to insert it.)

☐ Plan for pupil assistant to operate projector.

☐ Prepare charts (optional)

NUMBERS AS SIGNALS

Objective: To illustrate how we use numbers to help us find our way from one place to another.

Materials:
Slide projector
Set slides (II-A)
Seatwork - Ditto #10
Seatwork - Ditto #11
Quiz - Ditto #12
Special Ditto #13 (optional)

/Teacher may want to reproduce Ditto #10, 11, and 12 as charts or on chalkboard. For seatwork pupils will need several copies of the dittoed forms./

Vocabulary:
accident
even numbers
highways
intersection
Main street
neighbors
odd numbers
street marker

Last week we were discussing the many kinds of signals that we must learn to read if we are to know what we are expected to do. Many signals are important because they prevent accidents. We were beginning to talk about signals that help us find our way from one place to another. There are so many highways we have to mark them so we can recognize which road is which. Each highway is marked with a number. All of the cities and towns are printed on maps. By using a road map we can see what highways we can use if we want to take a trip.

(IE-1) /Slide: 4 state map/[a] Friday we "took a trip" from Parsons, Kansas to Kansas City. We chose to follow highway 59 /teacher points/ from Parsons until we came to Interstate 35. We could have used different highways, because you can see /teacher points to alternative routes/ these also join Kansas City and Parsons.

A_____, read us the numbers of other routes we could have used on our trip to Kansas City. B_____, write the numbers of those highways on the blackboard. (   )

Now some of those highway numbers are odd numbers and some are even numbers. Can someone go to the board and draw a line under an even number? ([If pupils cannot, teacher draws a line under an even number]) That is an even number. [Teacher makes a row of numbers on blackboard: 2,4,6,8,0] All of these are even numbers. Now can someone draw a line under another even-numbered highway? ([If pupils cannot, teacher draws a line under an even number, calls again on pupils, etc., until all even numbered highways listed on board are so indicated.])

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[a] Permission Rand McNally (c) R.L. 67566

[Teacher option to have pupils all go to board to list even numbers or to make a list in their notebook as they chant the numbers aloud "2-4-6-8-0."]

In cities we also use numbers as signals to help us find our way around. We have some streets that are numbered such as [give example], and our houses have numbers. C_____, what is the address of your home? ( ) How does that help us find our way around? ([Accept good explanation.])

(2) [Slide: Street marker] This is a street marker. It gives the names
of two streets where they come together: an intersection. D_____, tell
us the names of the streets ( ). Yes, 42nd and Bell. The street that
goes these directions, [point] is 42nd street--the street that goes these
ways [point] is Bell Street. E_____, can you tell us the address of this
house? (4200 Bell) It is at the corner of 42nd and Bell. F_____, is it
(3) an even number or an odd number? ( ) [Slide: Next house] This is the
house next door. G_____, what is the address? ( ) H_____, is it an
odd number or an even number? (It's another even number.) I_____, guess
the address of the house next door! ( ) J_____, what kind of a number
is it? (Even) Good. All the houses on one side of a street usually have
even numbers on them for street address numbers.

Just to make sure that we know about house numbers as signals, we'll have a little practice. /Teacher distributes Seatwork 1 - Ditto #10/ This is a picture of a street with several houses along it. This is the street marker. /Teacher indicates/ Let's first write in the street names. Write the street name MAIN--that's a short name--in the marker, here. /Teacher may print on chalkboard or on chart./ Good, now this street /teacher indicates/ is a numbered street--let's name it 22nd Street. /Teacher waits for pupil completion./ This marker tells us it is the intersection of 22nd and Main. This is the corner of ---what? K_____, what is this the corner of? (22nd and Main) /Teacher indicates/ L_____, how many corners are there at 22nd and Main? (Four) That's right. Someone lives in this house at one of the corners of 22nd and Main. L_____, what will his address be? ( ) Fine. M_____, what is the address of his neighbor? ( ) /Teacher may ask for other even numbered addresses in the block./

/If more practice is needed, teacher may distribute a second and a third copy of the seatwork, change the street number from a double to a single number, to a double number ending in zero, etc., and have even numbered house addresses filled in./

Right, all the houses on one side of a street have even numbered addresses. Once more, everyone, let's say the even numbers: (2-4-6-8-zero) Good. What happened to numbers 1,3,5,7,9? ( ) Everyone, what are they called? (They are called odd numbers.) If someone has a house with an odd numbered address, we look for it across the street from even numbered houses.

/Teacher can list or have pupils list odd numbers on board, or have pupils make lists on notebook. May have pupils chant odd numbers./

/Teacher distributes Seatwork 2 - Ditto #11. This is a picture of some houses. First, let's write in the street names: /Teacher assists class to fill in a street name and a number./ N_____, on what corner does this person live? (Corner of etc.) The address is the first odd number. Who knows what it will be? ( ) Now fill in the neighbor's address. ( ) Now the next house. ( ) Good. /If more practice is necessary, teacher may hand out additional sheets./

Now we have time for a little quiz. /Teacher hands out Seatwork 3 - Ditto #12/ Before we do anything else, write your name here /indicates/ on the line.

Next, write in these street names in the street marker: Adam Street and 11th Street.

Now, fill in the addresses of each of the houses. ( )

When you are finished, raise your hand. /Teacher can examine and correct papers or assign pupil graders to the job./

/Teacher passes pupil savings books to a recorder in each row./ When your quiz has been graded, each of you mark on your paper the ones you got right. Count them and write the number on your paper; then show it to your recorder. The recorder will check the scores. He will write that number in your savings book.

/Teacher calls upon a pupil who finished quickly to fill in the house numbers on the chart or chalkboard drawing. This performance could be discussed and corrected. Then a second copy of Seatwork 3 will be distributed. Pupils will have additional chance to number houses correctly. These second copies will be collected and graded and points for correct answers entered into savings books./

Optional and Supplemental Activities

Plan for construction of a simple "model city" that will have streets to be named and numbered (and traffic signals if more practice desired.)

Discuss the numbering of streets east and west of a main street

Check numbering of street near school.

Privilege points might be exchanged for opportunities, in later lessons, to work in Model City

USING NUMBERS IN PLANNING A CITY

Objectives: To provide concrete experience in using a system of street names and numbers and house numbers

Materials: Model city buildings, cars
Heavy cardboard or similar material for city layout
Wire
Construction paper, plasticine, etc.

/Basically, pupils are to lay out streets and assign names and numbers; then assign house numbers to single family and multiple family dwellings.

Boys might plan system of street names and numbers, while girls plan relationship of homes to schools, churches, parks, and shopping areas. Then the need for traffic control signals and house and building numbers could be discussed and a plan developed. Small groups could follow the plan in preparing traffic signals, intersection markers, house and building numbers.

Traffic control signals could be prepared. Examples:

Traffic lights
Park and No Park signs
One way streets
Pedestrian walkways & cross lights
Bus stops
School-church-railway crossing signs

Pupils may write lists of needed materials

Figure cost of materials

Plan where to procure materials

Draw plans

Measure areas (at least use a ruler)

Have practice working together on different parts

Do research on street names and numbers near school or home. (Field trip or other device)

Note that numbered streets run one direction and named streets usually cross them.

Make and erect street markers, house addresses

Do research on how towns and areas are named

Choose a town name

The model town could be modified and made use of in later sessions.

Opportunities to do additional work on the town could be used as motivations for academic task performance. Or, pupils might be allowed to withdraw and exchange some of their privilege points to work on the town at designated times./

Optional and Supplemental Activities

Do research on traffic control signals near school or home, or in downtown areas, near railway, etc.

Prepare charts or posters of signals

Arrange visit by someone from division of city streets

(For possible later development as interrelated unit)

Research on how a town is managed: i.e., mayor or manager, and a council of elected persons to discuss problems and keep a routine going.

Discuss departments to deal with streets--lighting, repairing, cleaning, marking

Discuss departments to deal with health & sanitary conditions: disposing of waste, asking people to keep places free of rats, etc.

Departments to protect against fire

Departments to protect against crime

Department to help people who cannot stay employed, or who have expensive illness, death of wage earner, etc.

City planning department

All of these people in these departments are paid a salary for their work to take care of city. The money comes from our taxes.

USING NUMBERS IN PLANNING A CITY

Objectives: To allow completion of street markers and house addresses in the model city.

In particular to note that, depending upon one's town, certain streets will be numbered consecutively north or south, or east or west of a main street (possibly Broadway or Main). This is a useful cue in finding our way around.

/In this lesson yesterday's plans and preparations are continued./

Optional and Supplemental

Find name of street in own town from which numbered streets commence.

Discuss own town north/south or east/west oriantation in relation to nearby towns. For practice, use highway map or wall map and list several towns west of our town, etc., together with a highway route, mileage. (Can relate "west" to a picture map with cowboys and Indians, etc.; "north" to woods and lakes and snow; "south" to warm beaches, flowers, etc.; "east" to New York or Florida or Maine.)

Arithmetic and art project can be developed for more advanced pupils.

Call on pupils in order so that everyone, even the slowest, has an equal opportunity to respond.

SIGNALS THAT TELL US WHERE WE ARE AND WHAT TO DO

Objectives: To continue discussion of place finding by signs and signals, and the interpretation of some traffic controls

Materials: Slide projector
Screen
Set slides (II-D)

Vocabulary:
apartment
attendant
door knocker
exit
intersection
mail box
service area
toll
toll booth
toll road
turnpike
turnpike entrance
turnpike gate

Last week we practiced using a highway map, and we followed highways 59 and 35 from Parsons, Kansas to Kansas City. We saw pictures of signals that tell drivers where they are and what to do when they are driving on state roads. This week we have been city planners. We have designed a model town. We put up street intersection markers so people would know the names and numbers of the streets. We also made traffic control signals so cars and pedestrians could get around more safely. /Teacher may give resume of additional completed or planned related activities./

Today we will take another picture trip; this time from Kansas City to a city called Topeka. This will be a trip to visit one of our relatives who lives there. He works in the Motor Vehicle Bureau and would like to have us come to see him.

We will begin by looking again at the highway map to locate the city (IE-1) of Topeka. /Slide: 4 state map/[a] First, find Kansas City. A_____, show us Kansas City and Topeka. ( ) Yes. B_____, what highway could we take? ( ) Yes, US 40 or Interstate 70. We have some pictures of Interstate 70, so let's suppose we use that road.

---

[a] Permission Rand McNally, (c) R.L. 67566

Before we look at a picture of the I-70 marker, could someone draw the shape of an interstate marker on the chalkboard? ( ) /Class may criticize and correct./ C_____, what color will it be? (White letters and numbers on a shield that is red on top and blue below.) That's right. Here it is.

(2) /Slide: I-70/ /Slide: 40-55 mph/ D_____, what is the speed limit? (55)
(3) Right. This picture was taken at a place where the sign says we cannot
(4) drive faster than 55 mph. /Slide: Turnpike entrance/ Did you ever see anything that looks like this? ( ) This is an entrance to a turnpike. Part of Interstate 70 is a turnpike or a toll road. Teacher writes both words on blackboard./ They mean the same thing. They mean we pay a toll if we drive on the road. /Pupil or teacher may explain: Close to where we first turn onto the road there will be a building like this--something like ticket offices. If we want to use the turnpike, we drive up to one of the ticket offices, called toll booths, and stop until the attendant gives us a ticket. We usually don't pay until we leave the turnpike because we pay for the distance that we drive./ Sometimes not all of the ticket offices are open for business. There is a signal that shows us which ones are open and which ones are not open. E_____, show us a signal that tells us one of the ticket offices or gates is not open for business. ( ) The green light signals that this one is open; the red light signals the other one is closed.

Beyond the entrance gates we can drive faster. Who remembers what the usual interstate highway speed limit is in Kansas? (80 mph by day) There are no supermarkets or gas stations alongside the road. There are no intersections or crossroads on I-70. Roads that have to cross, pass over or under

the interstate highway on bridges. Because there are no intersections, it
is a safer road than most roads and that is why the speed limit is higher.
(5) About every 20 or 30 miles we will come to a service area. /Slide:
Service area/ If we need gas or oil, if we want food, or if we want to
rest room,
(6) go to a toilet, we watch for the sign. /Slide: Service area exit/
F_____, what does this sign tell us to do if we want to visit the service
area? (We signal for a left turn, move into the left lane, and drive up
to the filling station or restaurant at a slower speed.) G_____, how do
we signal to other drivers we are going to turn left? ( ) What arm
gesture could we use for a left turn? ( ) Everybody try it! ( )

When we leave the service area, then we drive on to Topeka. There
are signs that tell us where to get ready to turn off. A sign says East
Topeka exit 1/2 mile. H_____, what does it mean for us to do? (It warns
us to get ready to turn off and to be sure to be in the right hand lane
of the highway.) We signal to cars that might be behind us that we are
going to turn to the right. I_____, how could we signal for a right
(7) turn with our arm? ( ) /Slide: Exit/ We soon come to this sign.
J_____, tell us what we do here. (We slow to 25 mph and turn.) Good.
(8) Since we are about to leave the turnpike we come to this /Slide: Toll-
gate/ tollgate. We stop at the tollgate and give our ticket to the
attendant. He looks at it to see where we began to use the turnpike.
There is a punchmark on our ticket that shows we came through the gate
at Kansas City, Kansas. The attendant tells us how much to pay; then we
drive on into Topeka.

Our Uncle Jim lives at 727 Polk. K_____, what could we do to find
that address? /Teacher accepts good ideas./ Yes, we could do that. We

could stop at a filling station and ask. Big filling stations usually have a map of the whole city with all of the streets printed on it. The attendant will let us look at the map and will help us locate the place we are
(9) trying to find. /Slide: Topeka map/ This is a little map that doesn't have all the streets printed on it, but it shows us something that will help. /Teacher indicates/ Streets that go in these directions usually are numbered streets in Topeka. This street is marked "2nd Street"; this is marked "4th,"; this is "5th"; "6th"; "7th." There is a street for every number, probably, although some are not printed on this map. In Topeka the low numbers like 1 and 2 are here in the north part of town, and as we go south the street numbers get higher.

L_____, come and show us on the map where 21st street is. ( ) Where would we find 20th street? ( )

In Topeka, streets that go this way, north and south, have names. This is named California. /Teacher points; this is Gage, etc., etc.. Then----/ This is "21st." /Point/ Right here where they come together
(10) is the intersection of 21st and California. /Slide: 20th & California/ M_____, what is this intersection? ( )

This street is Topeka Blvd. N_____, come up and show us where it crosses 10th Street. ( ) Fine. That's the intersection of 10th and
(11) Topeka. O_____, /Slide: 20th & Kansas/ what is this intersection? ( ) P_____, come and show us the intersection of 2nd and Topeka. ( ) Right. /Teacher notes whether more practice is necessary./ /Optional to indicate Topeka Ave. is the street from which houses are numbered east and west./

(12) /Slide: House number/ Here is a real street marker and house number. Q_____, what is the address of this house? ( ) Right. You can read

the street name on the marker. This /teacher points/ is a numbered
street. What number do you think it is? ( ) How many of you think
it is __th street? ( ) What makes you think so? ( ) /Teacher can
provide more practice if neceesary: "What is the number of the house
across the street?" ( ) "The neighbor's address?" ( ) /Etc./

Since we've had practice with street numbers and house numbers, we
(9) ought to be able to find Uncle Jim at 727 Polk. /Indicate route on Slide 9/
(13) /Slide: Polk/ Does this look like a street marker? ( ) It is a street
marker of a different kind. R_____, can you read the street name? ( )
(14) We have found Polk street. /Slide: Apartment/ This is the place.
S_____, what kind of building does Uncle Jim live in? (In an apartment)
Before we stop our car to park we have to think. Can we park in front of
this building? T_____, what do we look for to find out if we can park?
( ) Yes, we look to see if there are any "no parking" signs or if there
(15) is a parking sign with a time limit. /Slide: Yellow curb/ A yellow
painted curb is another signal to look for. U_____, have you ever seen
one? ( ) What does it tell us? (No parking) Right.

(16) /Slide: Apartment street/ There aren't any "no parking" signs or
signals, so we can stop in front and go inside.

How many of you have ever lived in an apartment? ( ) Ever visited
someone in an apartment? ( ) /A pupil may describe the interior/ Inside
there are doors to different apartments. In this apartment a stairway
goes upstairs. On the next floor there are more doors to apartments.
There is a number on the door of each room or apartment. Uncle Jim didn't
give us his apartment number--just the street address, 727 Polk Street.
(17) There is usually a way to find out who lives in each apartment. /Slide:

Resident Directory/ Usually there are a lot of mail boxes like this, just inside the front door. Each box has a name written on it. Uncle Jim's last name is Harris. His apartment is number 21; so we look at the numbers on

(18) the doors, or over the doors until we find 21. /Slide: Number over door/ There is no apartment numbered 21 on the ground floor, so we go up and look until we find it on the next floor or on the floor above.* Then what do we do? If there is no doorbell or door knocker, V_____, how do we signal there is someone at the door? (   ) Good. Aunt Jane comes to the door and greets us and we go inside.

We followed signs and signals and drove from Kansas City to Topeka. We found an address and we found our Uncle's apartment all by understanding how to use signs and signals and by knowing where to ask for directions.

Now for a quiz: I will ask a question. If you can't answer it, then I will ask the next person. If he can't answer it, I will go on to the next person, and so on. Each good answer is worth a point. Don't tell anyone the answers. Wait for your turn.

Today we looked at signals that would help us drive from Kansas City to visit a relative who lives in an apartment at 727 Polk Street in Topeka. A_____, tell us what highway we used? (I-70) B_____, what is the speed limit on a national interstate highway? (   ) Interstate 70 is a turnpike. C_____, what is a turnpike? (   ) D_____, what is another name for a turnpike? (Toll road) E_____, what do we call the place where we pay or get our ticket? (Toll booth) When we are driving from one place to another on a turnpike we can stop for gas or lunch or to use the toilet. F_____, what do we call the place where we can drive off the turnpike to get gas, to have lunch, or use the toilet? (Service area) G_____, before we come to a town where we want to leave the turnpike we see a sign that tells us to get ready for the place to turn off. H_____, what is the word for the turnoff? (Exit)

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* In small apartment houses, numbers are usually: First floor #10-19, second floor #20-29; etc; basement #1-9.

In large apartments, hotels and office buildings, rooms or offices may be numbered differently. In some buildings the floor of entry is a ground floor; the floor next above #1, etc..

We cannot leave the exit until we pay at the toll booth. I_____, how does the toll collector know how much money to charge us? ( )

The man we were going to visit lived at 727 Polk Street. J_____, how were we able to find Polk Street? ( )

K_____, in what kind of a building did Uncle Jim live?

L_____, when we entered the apartment building, how did we find Uncle Jim's apartment number? ( )

M_____, on what floor was apartment 21? ( )

N_____, when we found apartment 21, how did we signal that we were there? ( )

Additional questions:

Another name for a toll road (turnpike)

Uncle Jim's full name (James Harris)

The man who collects money when we leave a turnpike (toll collector)

Spell "toll." Spell "turnpike."

Where two streets come together is called _____ (intersection)

The address of Uncle Jim's apartment (727 Polk)

The apartment was near the intersection of what two streets? ( )

When we return to Kansas City, what highway would we use? (I-70 or 40)

/Points are added to savings books./

Optional and Supplemental Activities

Practice reading maps of other cities to note that numbered streets may run in any direction

Practice with seatwork to number houses, odd numbers on one side of a street, even numbers on the opposite side.

Explanation of house numbers that are numbered east and west, or north and south of a central street.

Development of a map of an area surrounding school, or pupil homes

A field trip to follow a planned route on foot or by automobile

A visit to learn how to use different types of resident indexes in apartments, including those that require a phone call to the resident who has to unlock an entry door by buzzer

Practice finding a series of formal names on a list or in a telephone book from nicknames such as Chuck, Tommy, Ken, Dave, Louie, Jan, Marty, Pat, etc..

Practice with elevator button abbreviations such as B, G, 1.

SIGNALS THAT TELL US WHERE WE ARE AND WHAT TO DO

Objectives: To continue discussion of place finding by signs and signals

Materials:
Slide projector
Screen
Set Slides (II-E)

Vocabulary:
aisle numbers
Capitol
checker
check out stand
customer
groceries
information
index
meter
motor vehicle bureau
receptionist
State Office Building
violation

We have been talking for several days about streets and numbers, and about how to find our way around. Yesterday we looked at signs and signals we would use on a trip to visit our Uncle Jim in Topeka. We arrived at his apartment and were greeted by Aunt Jane.

But our trip is not finished. Uncle Jim is not at home; he is at his office. He expects us to drive on downtown. Aunt Jane telephoned him that we have arrived and he says he has time to show us around. Over the IID(9) telephone he gives us directions. /Slide: Topeka map/ Let's look at the map as we hear his instructions. Let's remember them and see if we can follow them and get to downtown Topeka. Suppose this is Uncle Jim speaking.

"I work in the State Office Building at 10th and Topeka." /Pupil can identify on map./ "You are at the intersection of 8th and Polk." /Pupil identifies./ "Drive to Topeka Boulevard." /Identify/ "Then look for a place to park. My office is in the State Office Building across the street from the Capitol. I work for the Motor Vehicle Bureau."

Let's try to repeat those directions. /Teacher begins, "I work for the _____in the _____building at ? . You are at ? . Drive to ? , then turn_____ and come to ? . Then ? . _/ Fine. A_____, show us on the map how we would go. ( ) Fine.

When we get to Topeka Boulevard there is a lot of traffic and we must watch carefully for signals by drivers and for traffic signals. We see a large office building and a large State House or State Capitol building. We have to drive around the block looking for a parking place. We find a parking place in an area with parking meters. /Slide: Meter/ B_____, what does this tell us? (We know we have to deposit a coin.) Where is money deposited and what happens? ( ) These meters give us an hour of parking
(3) time. /Slide: Meter flag up/ What does this important signal tell us? ( ) C_____, what will happen if we don't come back in 60 minutes? (Flag drops and police or meter maid might see the time had expired when they passed to check. They would write out a traffic violation ticket and put it under our windshield wiper, and we would pay a fine.) Our parking place is
(4) on a street next to the State Capitol Building. /Slide: Capitol/ D_____, how could we tell this is a Capitol building? ( ) Across the street is a new building where many state employees work. It is the State Office
(5) Building. /Slide: State Office/ Uncle Jim said to meet him in his office in the State Office Building.

(6) We look for a place to cross the street. /Slide: Pedestrian crosswalk/ E_____, what is this? (Pedestrian crosswalk) F_____, what does this painted crosswalk tell drivers? ( )

Inside on the ground floor of the State Office Building there is an
(7) information counter. /Slide: Information/ The person at this counter or desk can help us find where we want to go. We can walk up and ask on what

floor we find the Motor Vehicle Bureau. G_____, what might we say if we wanted to ask? ( )

(8) /Slide: Building Directory/ Nesr the elevators is the office directory or index. It lists the offices and their numbers. If we know the name of an office, we can find the room number on the directoryor index. If we aren't sure of the office name, we ask at the information desk. We entered the State Office Building on the ground floor. Offices on the ground floor are numbered from 10 to 99. Who knows the floor number of the floor above the ground floor? (The first floor) Offices on the first floor are numbered 100 to 199--101, 102, and so on. /Teacher writes numbers on blackboard./ On what floor would we find office number 500? ( ) 601? ( ) etc.. Suppose the number we are looking for is 1122. /Teacher writes./ H_____, what floor is it on? ( )

(9) We look for Uncle Jim's office name on the directory. /Slide: Directory./ /Teacher may have pupils decide on the initial few letters of the first word of the office name and see if they can find it listed or whether they need to ask for information at the desk./

If an elevator isn't waiting, how do we signal for one? ( ) Inside the elevator (10) /Slide: Button panel/ what do we do? ( ) We push the button marked 3. There are quite a few people on the elevator, so it stops at many floors. How can we know when we have reached the 3rd floor?

(11) /Slide: Illuminated number signal over elevator door/ We get off on the 3rd floor. In a big building we don't have to walk around looking at numbers on every door, because we may see a sign like this on the wall.

(12) /Slide: Rooms___ to ___ / We find room #350. We look for someone to

(13) speak to so we can say whom we have come to see. /Slide: Office desk/

Sometimes there is someone at a desk near the door. Sometimes there is a counter near the door. If we can see a sign "Information", that is the place to ask. I_____, if we had come to see Uncle Jim, what might we say? ("I am here to see Mr. Harris.") The receptionist will usually ask our name and would call up Mr. Harris on her telephone to tell him we are there.
(14) If he is ready to see us, she tells us how to find his office. /Slide: Uncle Jim/ Here's Uncle Jim ready to greet us. J_____, what does his smiling face tell us? (He's glad we have come.) He shows us around the building. There are many offices. There is a cafeteria in the basement. He introduces us to several friends. Then he tells us Aunt Jane is expecting us to have dinner at the apartment. She phoned to ask Uncle Jim to stop at a supermarket to pick up some groceries on the way home. Uncle Jim plans to leave his office at 5 o'clock. He has some more work to finish before he can go.
(15) /Slide: 4:15/ K_____, what time is it now? ( ) L_____, how long would we have to wait on Uncle Jim? ( ) What might we suggest to Uncle Jim? (We could sit and wait without disturbing him. We could go out and walk around; visit the Capitol building; visit the cafeteria--and come back in 45 minutes. We could drive back to the apartment and wait for Uncle Jim to come.)

Our car is parked outside and Uncle Jim has his car, so why not offer to go and do the shopping, while Uncle Jim finishes his work? Then we could take the groceries to Aunt Jane and wait for Uncle Jim at the apartment.

IID(9) /Repeat slide: Topeka map/ Let's see if we can follow Uncle Jim's directions and find the supermarket. /Point to 10th and Topeka/ We are here. Uncle Jim tells us "You'll see a supermarket in the shopping center at the intersection of 6th and Harrison. Harrison is between Kansas and Topeka." M_____, show us where we are to drive.

(16) /Slide: Supermarket/ There are many signs and signals on this corner. Before we go into the store, let's find out how many of them we know. /May continue going around the class in turn, pointing to: No Park, To Turnpike straight ahead, mailbox bus waiting bench, yellow traffic control light, fire alarm box, drugstore entrance, supermarket entrance./ N_____, where would be a place to park? ( ) How do we know? (Driveway and the parked car.)

We were to buy several things. We should make a list of them. /Write/ 6 oranges, lettuce, toothpaste, can of green beans. We find the oranges and the lettuce in the produce department. We ask a clerk where to find the toothpaste and the beans. He answers, "Toothpaste, aisle 3; canned

(17) vegetables, aisle 7." /Slide: Aisle numbers/ O_____, can you find the number signal in this picture that will help us find the toothpaste? ( ) Can you find the number signal that will help us find the beans? ( ) Good. We can see the numbers 3, 5 and 7 in the picture. P_____, where would we look for aisle 1? ( ) Where would we look for aisle 9? ( )

We talked about even numbers and odd numbers Q_____, which are these? ( )

(18) /Slide: Check out stand/ R_____, what is this? (The check out stand or counter where we pay for what we have in our shopping carts.) What is the checker doing? (Adding the prices on her cash register.) What is the customer doing? (Waiting for her change.) S_____, what is the next thing that will happen? (Checker puts groceries in a sack.)

T_____, what will happen then? (Shopper will take the groceries home.)

That's exactly what we do with our groceries for Aunt Jane. We look at IID(9) our map again, /Repeat slide: Topeka map/ so we can plan how to drive back to Uncle Jim's. U_____, what's the address of the apartment? ( ) Where are we now in this store? (6th and Harrison) V_____, come up and show us where we are. ( ) Now, show us where 727 Polk would be. Now show us the streets we could follow. Read them or name them as you go. ( )

IID(16) /Repeat slide: Apartment street/

IID(14) /Repeat slide: 727 Polk/ Here we are, safely back with the groceries.

We have time for a quick quiz. Good answers will win points. /Teacher calls on pupils in turn. When a pupil cannot answer, ask same question to next pupil./

A_____, what big building did we see in downtown Topeka? (State Capitol or State Office.)

B_____, what building was across the street from it? ( )

C_____, where did we find out the floor number for Uncle Jim's office? ( )

D_____, how did we go up to his office? ( )

E_____, we pushed the elevator button for what floor? ( )

F_____, what was the first thing we saw when we looked inside Uncle Jim's office? (Receptionist)

G_____, what time did Uncle Jim plan to leave his office? ( )

H_____, who wanted some groceries? ( )

I_____, where was the supermarket? ( )

/In what direction was the supermarket?/ ( )

J_____, what were the number signals that helped us in the store? (Aisle numbers)

Etc.

Optional and Supplemental Activities

Practice looking for "firm names" alphabetically on a list

Practice listing "firm names" alphabetically

Identify each article on the check out counter in slide #18

Practice making grocery shopping lists

PREFACE TO WEEK III

General Topic: Customarily there are restrictions upon entry into social settings. Conditions such as observance of office hours and admission fee for admission into public places are usually posted. The physical structure of a setting provides cues as to expected transactional behaviors.

Good appearance and deportment are credentials for admission and acceptance into private settings.

Before use of the following lessons:

☐ Read through Week III lessons

☐ Schedule time

☐ Pre-plan for desired modifications and supplemental activities

☐ Arrange for materials and equipment

_____ Set slides III-A -- III-E
_____ Projector
_____ Screen
_____ Pupil savings books
_____ Run several copies per pupil of Ditto #14 (Lesson III-D)
_____ Bus/train schedules, etc. (Lesson III-E) (optional)
_____ Comparative travel chart " "
_____ Cost of meal " "
_____ Telephone directory " "
_____ Pupil notebooks for vocabulary, etc.
_____ Teacher prepared materials, as desired.

Remember to encourage the less verbal or slower pupils to respond at times when questions are at their level--so all pupils are encouraged to attend, think, and respond

PLACES SOMETIMES TELL US WHAT TO DO

Objectives: To call attention to settings which communicate the terms on which admission is possible

Materials:
Slide projector
Screen
Set Slides (III-A)

Vocabulary:
- admission requirements
- badge
- bullseye
- depot
- emergency room
- identification
- injured
- knuckles
- museum
- night chain
- no trespassing
- on display
- padlock
- peep hole
- privacy
- protection
- public library
- public park
- public place
- station
- store hours
- terminal
- undesirable
- visitors hours
- welcome

We have been learning about the many kinds of signals that tell us what we are supposed to do. /Teacher may wish to review accident preventing signals and way-finding signals./

This week we will look at pictures of public places. As we look at
the pictures, we will often find that we can know what we are supposed to
(1) do. As an example /Slide: Fence/. We can read what a fence or a wall tells
us to do. It tells us to "Stay out."

(2) /Slide: Door with padlock/ There is a padlock on the door. What about this one? What does it tell us to do? ( ) It's another way to say "Keep out."

(3) /Slide: High fence and soldier guard/ What is this? (A fence and guard.) What does it tell us? ("Stay out." Do you think it politely says,

"Please stay out?" ( ) No, it says "Keep out. We mean business!" How can we know: What makes us think so? (The guard, gun, barbed wire, and very high fence.)

There are different ways of telling people to keep out--stop--telling them not to enter. When we look at something and ask ourself what it is trying to tell us, sometimes we can read the message.

As an example, this fence looks different from the last one we saw.
(4) /Slide: Picket fence/ It doesn't say, "Everybody keep out." It is a very low fence and is probably meant to keep children and dogs from running through the yard and garden. I think this says, "Come in where the gate is; stay on the sidewalk." What do you think? ( )

Why do people build walls and fences? (/Encourage discussion. What would it be like if there were no walls around our classroom? What would it be like if there were no walls around where we sleep? toilet? bathe? etc.?/) What are some reasons why we build walls around where we live? ( ) What are some reasons why we build walls around where people work? ( ) /Teacher may relate responses to desire for privacy, protection; may discuss meaning of both./

We can understand why there are walls or fences around most places. It is because we need some control over who comes in or who goes out. We make openings in the walls as a place where people can come in, but we usually put a door in the opening. Why? (It can be closed to keep out noise, confusion, undesirable people, or regulate the traffic of people coming in and out.) Why should we be able to lock doors? (Because we need privacy and protection.) People cannot walk in and out of every place just because they would like to. Before we go in, we should find out if others want us to come in--are we welcome?

(5) /Slide: Home entrance/ That is why there is usually a doorbell or a door knocker on a house. Sometimes there isn't a doorbell or a knocker, then what do we do? (Knock) Yes, a good thing to do is to knock on the door, or the wall, with our knuckles. /Discussion may continue and be made more specific, with reference to when one knocks and when one might call out "Is anyone in?"-etc.. In many situations it is not courteous to knock and walk in without an invitation./

People do not have to let other people come into their homes. Sometimes they have a window in the door so they can look out and see who is there. /May discuss what pupils' doors are like at home--a night chain, a bullseye, etc.. Then discuss what parents do when the doorbell rings, or when there is a knock at the door. May discuss what cues people might look for--someone they know, a child, a uniformed person, etc.--or what they might ask./

A home is a private place. That means we have the right to protect ourselves and what we own. We can let some people in and keep others out. There are some people who come to our door we let come in. Let's think about how we decide on the people we let in and the people we don't let in. /Encourage discussion. Good responses might include: We let in friends, at reasonable times./ Most people are probably good people and would not disturb us or hurt us, but some people might try to take our things from us or hurt us, so we should be careful about opening the door and letting people come in. We let young people or children visit our homes to play. We let neighbors come to our homes to visit. We need to
adults
be careful about young people or grownups whom we do not know very well.

Can we think of some other places besides our homes that are private?
(6) (/Teacher accepts reasonable responses./) /Slide: No trespassing/ A yard
or a lot or a farm is private property. The owner usually does not want
everybody to walk across the grounds. He might put up a sign like this to
(7) remind people it is private property. /Slide: Keep Off the Grass/ He
(8) might put up a sign like this. /Slide: Keep Out/ /Discuss other restrictions re privacy and property./*

The grounds around a factory are private property. It is the property
of the people who own the factory. They may put up a fence to keep people
(9) out who do not work there. /Slide: Security factory/ This factory has a
fence and a guard house or a security check. The guard looks at the workers
(10) as they come through the gate /Slide: Close up/ and they must be wearing
(11) a special badge with their picture on it or he will not let them in. /Slide:
Badge/ They must identify themselves.

What about a hospital. Would you call it a private or a public place?
/Teacher encourages discussion./ It is partly both. There is one part--the
emergency room--where anyone can go if he is sick or injured. It is always
open. But most of the hospital building is private. The people who are in
bed in the hospital rooms and wards are supposed to rest and not be disturbed.
(12) Some of the people are well enough to have visitors. /Slide: Visitor's
hours/ What does this tell us? (   ) There are times when friends and
family can visit someone in the hospital. Young children are not supposed

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* Possibilities: Things we buy or receive as gifts are our private property. We have the right to keep them or to lend them or not lend them to others. Other people are not behaving as they should when they look at things we haven't shown them or when they borrow things without permission.

to visit people in hospitals. To be allowed to visit in this hospital you must be 14 years old.*

We know something about what we are supposed to do when we are in a hospital, so as not to disturb people. What is it? (Good responses are accepted./)

A store is a private place. The people who own the store pay for everything that is in the store. All of the merchandise in the store is private property. They will allow us to buy their merchandise. They will allow us, at reasonable times, to come in and look at the merchandise they have on display. If we do not see what we want, we can ask if they have it. A_____, is it good behavior for customers to go behind the counters? (   ) To look in drawers? (   ) B_____, to take things that belong to others? stores? (   ) To do anything that disturbs other people in the store? (   )

Some places are public places. A church is a public place. A train station or a bus depot is a public place. Anyone can come in. A museum or a public library or a public park is a public place, and anyone can come in if they follow certain rules. /Discuss expected behavior./

A few public places are always "open." By that I mean the door is never locked. The bus depot and the air terminal and the train station would be open all the time in a big town because buses and trains and airplanes are coming and going all day and night. A public park might stay open. In some towns there might be a fence around the park with a gate. They might close a gate and lock it at night. Most public places (13) are closed at certain times, especially at night. /Slide: Hours, days/

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* Regulation differs from hospital to hospital.

This is a sign on a door at a supermarket. What does it tell us? ( ) It
(14) tells us when the store is open. /Slide: Hours, days/ This is a sign on a door of a bank. What does it tell us? ( ) It tells us when the bank is open. /May discuss places known to pupils that remain open or that are closed at certain times./

/Discussion of private and public can continue if fruitful./

Optional and Supplemental Activities

Discuss places visited during the week. Decide whether private or public, and what pupils know about the "admission requirements."

Discuss possible reasons for the hours and days of admission and no admission.

Discuss personal experiences with borrowing or lending of personal possessions, in particular the kinds of problems that occurred and how they might be prevented or resolved.

In advance, teacher may prepare roster of team names for quiz tally.

PLACES SOMETIMES TELL US WHAT TO DO

Objectives: To point out that certain behaviors are expected in various settings and that information as to the expected can often be found before entry, or from interpreting what is visible upon entry.

Materials:
Slide projector
Screen
Set slides (III-B)

Vocabulary:
bowling alleys
briefcase
check
coin box
disturb
guard
information
library
movies
not allowed
pay toilet
peddler
private places
public toilet
receptionist
regulations
rules
sales clerk
solicitor

Yesterday we had talked about the walls that people build around where they live and work. We had thought about private places such as one's own home. We had made a list of private places. We have a right to some privacy and quiet if we want it. That means that there are places where others should not disturb us. Our houses and rooms have doors on them. When we want privacy we can close the door of our room. Most people are probably good people and they would not disturb us or hurt us. There are some people who might disturb us or even hurt us. This is why most people are careful to keep the doors of their homes locked. When someone rings the doorbell or knocks, what is it a good idea to do? (It is a good idea to look out the window to see who it is, or to ask "Who is it?" before opening the door.) [Further review and discussion may be desired.]

Yesterday we also began talking about public places. Museums, libraries, public parks, movies, bowling alleys, restaurants, air terminals, bus depots are examples of public places. There are other public places, but these are some that we often use.

Both public and private places have some rules about when people can enter, about who may come in, and what they are allowed to do when they are inside. Some of these regulations, or rules, we learn from what we
(1) see outside. /Slide: No Dogs/ On the door or on the outside of some places they have a sign or a notice that gives a rule. How many of you know what this place is? ( ) How many of you have ever seen this regulation? (/May discuss reason for it./)

(2) /Slide: No Solicitors or Peddlers/ Here's a regulation about who can go in this door. What does it say? ( ) Can you guess what this place is? ( ) /May discuss reason for it./

(3) /Slide: Men/ On the outside of public toilets there are signs to show whether men or women are allowed to go in. Sometimes the notice is not very clear and it is hard to know which door is for men and which for women. /If desired, may discuss variations, especially confusing ones.* May discuss what to do or say in case one enters wrong door by mistake./

(4) /Slide: Check briefcases/ This is outside a big public library. Because some people were stealing books and carrying them away in their briefcase, now, everyone who takes in a package or a briefcase has to leave it with the guard near the front door.

/If desired, may try to recall and discuss other regulations./

For the last few minutes we have been talking about seeing signs or

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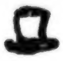
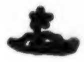
* Example: Gents, Studs,  , M; Ladies, Women, Fillies,  , W

signals on the outside of doors, that tell us things that keep us from making mistakes. Doors on supermarkets often have a sign that tells us pets are not allowed inside. Outside some apartment buildings a sign tells salesmen--peddlers--they should not come in. On the doors of toilets there are signs to tell us whether they are for men or women. On the doors of some libraries there is a sign that tells us to check briefcases and packages with the guard.

Sometimes on the door on the outside of the building there will be a sign. But we don't have to read a sign to know what this is telling us. We just look at the shape of it and we know what it is. B_____, what is
(5) this place? (Ticket window) /Slide: Ticket window/ This tells us something important about who can go inside. What does it tell us? Who can go inside? (People who have money for a ticket.)

(6) /Slide: Carnival/ What is this? ( ) What does it tell us? ( ) When we see a ticket booth we know we have to pay for a ticket.

(7) /Slide: Bus coin box/ What is this? (A coin box on bus) What does it tell us? ( ) We must pay to enter and ride the bus.

(8) /Slide: Pay toilet/ What is this? ( ) What does it tell us? (We must pay to enter/) Sometimes in a place where there are public toilets like this, there is also a free toilet down at the very end of the
(9) row of toilets. /Slide: Free toilet/ They should have a free toilet because people do have to use toilets and sometimes a person does not have any money or the right change. In a few places they do not have free toilets.

When we are away from home it is important to know where we can find a public toilet. (/Encourage a discussion of where they can be found./*

(10) /Slide: Movie hours/ What does this tell us? ( ) It tells us when we can enter.

(11) /Slide: Bowling alley counter/ Can you think what this is from what you see in the picture? (It is a counter in a bowling alley.) We don't pay to go in the building, but we buy tickets or pay in advance for the number of games we want to bowl.

When we go inside a building, sometimes we can know what to do by just looking around. If we go into a restaurant, we might see this /Slide: Coat
(12) hangers/. What does this tell us? ( )

(13) If we go into an office building, we might see this. /Slide: Office Directory/ What does this tell us? ( ) If we go into a cafeteria, we
(14) would see something like this. /Slide: Tray rail/ What does this tell us? (Take a tray, put it on the tray rail and choose your food from what you see behind the glass counter.)

When we see a counter, we know it is a place for business. On one side of the counter the employee "Waits on us." That is a way of saying the em-
(15) ployee does something for us. /Slide: Drug store counter/ The employee might be a sales clerk. This one would sell us things we might want to buy.

(16) /Slide: Information/ The employee might be behind a counter or a desk to give us information. In what kind of building might we see an in-
(17) formation counter? ( ) /Slide: Receptionist/ Here's a person behind a desk. This employee is the receptionist in a beauty parlor. When we go

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* Possibilities: In stores, especially in large store; hotels, theatres, museums, libraries, hospitals, bus and train depots, air terminal, restaurants, bowling alleys, big ball parks, filling stations

in we walk up to the desk and tell the receptionist our name and why we are there.

(18) /Slide: Cleaners/ Here's a person behind a counter. Who can tell from what we see in the picture what this clerk might do for us? ( )

Just for fun, to see how good we are at understanding things from what we can see, we'll have a quick contest. We'll divide into teams. The first person on each team will have a chance to answer a question about a picture. If he can't answer or if his answer is wrong, the first person on the other team has a chance to answer the same question. If he misses, then the next person on the first team has a chance, and so on.

Be sure to wait for your turn and don't tell anyone the answers.

/Teacher designates teams./

(19) /Slide: Footscraper/ A_____, tell us what this is and how you would use it.

(20) /Slide: Fire escape/ B_____, tell us what this is and how you would use it.

(21) /Slide: Phone, light, crosswalk/* C_____, there are several things in this picture we know how to use. Tell us what one thing is and how you would use it.

D_____, tell us what another thing is and how you would use it.

E_____, " " " " " " " " " " " "

F_____, " " " " " " " " " " " "

Etc.

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* Telephone (drop in a dime and dial). No parking curb; fire alarm; crosswalk (cross street at that place); pedestrian light (push button and wait for the red light before crossing)

G_____, tell us what this building probably is and show us what makes you think so. (School. The school lane sign)

(22) /Slide: Help Wanted/ When can people come into this place? (11 a.m. to 11 p.m.)

H_____, what kind of people does the manager especially want to come in? (Someone who wants a job.)

I_____, what kind of place is this? What is their business? (Serve some food, because of the napkin holders on the table.)

(23) /Slide: Welcome/ J_____, tell us one thing these people are planning to do.

K_____, tell us one more thing these people are planning to do. (Plant shrub and put up door knocker.)

(24) /Slide: Next door/ L_____, if we wanted to visit this beauty parlor at 3535 Troost Avenue, what would we do when we came to this address? ( )

(25) /Slide: Parsonian/ M_____, if we are looking for a hotel room, what do we do? ( )

(26) N_____, /Slide: Hazel, checkout/[a] what is Hazel upset about? ( )

(27) O_____, /Slide: Barber pole/ what kind of shop is this? ( )

Good. That's all we have time for today. /Teacher adds an extra two points to the tallies of members of winning teams; has pupils bring their privilege point savings books to their recorder to have their winning points entered./

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Optional and Supplemental Activities

List public places on blackboard and have pupils think how many they visited in last week or month. In tallying list, teacher might plan field trip to a public place less frequented by the group.

Research as to rules or regulation concerning behavior in public places.

List public places open 24 hours a day in own community.

Visit to public place.

A walk in business section noting differences between various business structures. Pupils draw different types.

Find pictures of types of doors. Discuss how they are opened.

Much information can be noted on doors; e.g., "money orders," "checks cashed," "open," "closed," "specials," and advertisements. These may usefully be noted and discussed.

List public places and hours.

Role play what to do as one enters movie /finding a seat, removing coat, etc./, bus /getting change, finding a seat, pulling cord, etc./, bowling alley, beauty parlor, barber shop, cafeteria, etc.

Addition of varied public and private facilities to model city.

A certain amount of money can be given to each pupil for experience with purchasing, etc..

THE STRUCTURE OF MACHINES MAY TELL US WHAT TO DO

Objectives: To discuss interpreting the expected behavior from structure of a machine.

Materials: Slide projector
Screen
Set slides (III-C)

Vocabulary:
coin changer
detergent
doorknob
dryer
gadget
gum dispenser
juke box
latch
laundromat
out-of-order
revolving door
telephone
vending machine
washing machine

All this week we have been talking about how we can know what to do if we look at things carefully and figure out how they are supposed to be used.

It is good to be able to think like this because, nowadays, we have to figure out how to use many kinds of machines and gadgets.

Today we will look at pictures of some things and will try to decide, from the way they are built, how we are supposed to use them.

(1) For instance, there are different kinds of doors. /Slide: Doorknob/
A_____, how do we open a door like this one? ( ) Yes, we see the door-
knob. We know that we can turn the knob and push, and if it isn't locked,
(2) the door opens. /Slide: Thumblatch/ B_____, how do we open a door like
this? ( ) Yes, we hold the handle, put our thumb on the latch and push
(3) it down. We push the door and it opens. /Slide: Supermarket/ C_____,
how do we open a door like this? (We read that it says "In". We put our
hand on the panel and push.) D_____, what happens if we push the other
door? ( ) What does it say on the other door? ( ) What kind of
(4) store has this kind of doors? ( ) /Slide: Revolving door/ This is
called a revolving door. E_____, how do we open a revolving door? ( )

Yes. /Teacher recapitulates/ F_____, what do we call this kind of
IIIA(13) door? ( ) /Slide: Door/ G_____how do we open a door like this? ( )
/Class may discuss kinds of doors used in school or other settings--ele-
vator or cabinet doors that slide sideways, etc./

When we look at a door we ought to be able to see what to do to open it. We look for a place to put our hand and if we think a minute, we can decide what we are supposed to do.

(5) /Slide: Vending machine/ H_____, what do we call these machines? (Automats, canteens, vending machines) Other names--automats or canteens--are all right to use, but there is a special name for machines like these that sell us something--vending machines. /Teacher may write on blackboard./ I_____, what other kinds of vending machines are there? /Teacher may list on blackboard. (Examples: Milk, coffee, soup, stamps, perfume, chewing gum, sandwiches, toys, etc.)/ /Teacher may initiate competition by asking:/ How many of these have you seen? ( )

(6) /Slide: Gum dispenser/ J_____, have you seen this kind of a vending machine? ( ) What does it sell? ( ) Who knows how to use it? ( ) /Teacher calls attention to coin slot and knob or lever and receptacle./ How much does it cost? ( )

(7) /Slide: Juke box/ What about this one? K_____, what do we call this machine? ( ) How do we get it to work? ( ) How do we know how much money it costs? ( )

L_____, suppose we have a half dollar and no smaller change. What do we do? (Find someone to give us change.)

(8) /Slide: Coin changer/ Have you seen this kind of machine? It is a coin changer. Who can see from the picture how you would use it?

/A pupil is encouraged to demonstrate how it would be used./

(9) /Slide: Telephone/ What about this one? M_____, what do we call this machine? ( ) How do we get it to work? ( )

(10) /Slide: Out of order/ N_____, if you saw a sign like this on a telephone or some other machine, what would you know about it? ( )

/Teacher's option to discuss other aspects of automatic machine use. Especially following leads from members of the class./

Who can think of some other places where we pay to use a machine and the machine does something for us? /Teacher or pupil may list.*/ How do we use these machines? (We decide what we want; read or ask how much money it costs; see if we have the right change. We put the coins into a slide and then push a button or pull a lever or a knob.)

(11) /Slide: Drinks/ O_____, what does this machine sell? ( ) How do we get it to work? ( )

(12) /Slide: Hazel at lemonade stand/[a] Let's see what this is about. /Teacher points to first frame, reads/ "Lemonade." Then what happens? ( )

/Teacher points to second frame./ Then what does she do? ( )

/Teacher points to third frame./ Then what happens? ( )

/Teacher points to fourth frame./ Why is this funny? ( ) /Teacher waits briefly to see whether the slower pupils get it and preferably calls on one of them to explain it./ (Because there is somebody inside and the service isn't really automatic after all.)

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* Examples: Automatic bronco, elephant, auto for children
Automatic car wash
Laundromat
Pay phone, etc.
Lockers at transportation centers

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Why did Hazel shake the machine? (Because she put her money in and didn't get the lemonade.) Did you ever have this happen to you--put money in a vending machine and then not have the machine work? (   ) What are some things to do when that happens? (Tell a clerk in the store what happened and ask if you can get your money back.)

Nowadays there are lots of places where we need to know how to use coin operated machines.

coin laundry.
One of the most important places is the laundromat. /Teacher asks for explanation./ The laundromat is a place where we can use coin operated machines to wash our clothes and dry them. /Teacher may ask how many families use them; which pupils have used them./

If we practice looking at things and thinking how to use them, we could probably go into a laundromat and do our laundry even if we couldn't read all of the written instructions.

We have some pictures here of coin operated machines in a laundromat and we might look at them and discuss them. If we can't figure them out, the students who have had experience will explain them.

(13) /Slide: Laundromat/ This is what the place looks like. /Teacher has pupil or pupils name the machines./

(14) /Slide: Sorting clothes/ This is a woman who is getting ready to use a washing machine. What can you see is happening here? (She is separating clothes into light color and dark.) P_____, why would she sort clothes? (   ) /Brief discussion of light vs dark, and clothes that can't be washed because they shrink, get holes in them, or lose their color./

(15) /Slide: Washing machine/ What's happening here? (She is putting a
load of clothes in to the washer.)

Q_____, what should we do next? (Put in 3/4 cup or a cup of deter-
gent.)

Yes. We should bring a box of detergent with us. If we are out of
(16) detergent, we could use these vending machines, /Slide: Detergent/ at the
laundromat. R_____, how much does the detergent cost? ( ) It's bet-
ter to bring a box that we bought at the supermarket because it is cheaper.
(17) S_____, how do we use the detergent machine? ( ) Yes. /Slide:
(18) Dispenser/ She puts a coin in the coin slot. /Slide: Detergent/ A
package of detergent drops to the bottom and she takes it out.
(19) /Slide: Washing machine/ T_____, what's happening here? ( ) Yes.
She has poured the detergent over the clothes in the machine. Now she is
putting a coin in the coin slot in a press bar. Then she pushes the bar
in and the water starts to fill up the machine and the motor will start.
The clothes will be sloshed back and forth in the soapy water for about
15 minutes. What would we do while we wait for them? (Might look at a
magazine, drink a coke, talk to a friend, bring some sewing or some other
work to do, write a letter.)
(20) /Slide: Waiting/

When the machine stops, what will she do? (Take the clothes out--
perhaps take them home to hang up and dry on a clothes line. Or, she
could spend more money and dry them here in a coin operated dryer.)
(21) /Slide: Dryer/ If she wants to dry them here in a machine, U_____,
what does she do? (She puts a coin in the coin slot on the dryer. It
would take another 15 to 30 minutes.)

(22) /Slide: Coin changer/ V_____, what is this? ( ) How do we use it? ( )

Good. Different laundromats have different types of washers and dryers and detergent dispensers. There are several different kinds of machines. W_____, if we went to a laundromat where the machines were different, how would we find out how to use the machines? (We could read instructions they have in writing on the wall. We could ask someone. We might be able to figure it out from looking at the machines.)

We have two more pictures for practice. I'll show them to you one at a time. Look carefully and decide what they are and how you would use them. Don't talk out loud. Raise your hand when you have decided what it is and exactly how you would use it.

(23) /Slide: Baggage locker/ ( )

(24) /Slide: Pay toilet/ ( )

Today we have been talking about how we can know or guess what we are supposed to do by looking carefully at the way things are built. We often know from the way they are made how we are supposed to use them.

Optional and Supplemental Activities

Measure cups of detergent in a box and decide how much each cup costs--compare with price per cup from dispenser.

Field trip to a laundromat.

Role play--what to do if a vending machine doesn't work.

Use of dry cleaning machine.

Sorting clothing into washable vs. cleanable fabric.

Draw or photograph school (or institution) fire alarm boxes, sirens, etc.

Demonstrate use of fire extinguishers.

Demonstrate location and use of fire escape exits.

Tape record and play back local tornado, fire, or air raid warning system.

Role play tornado, fire, and air raid alert behaviors.

WE CAN RECOGNIZE PLACES FROM WHAT WE SEE ON THE OUTSIDE

Objectives: To illustrate types of settings and how we recognize them

Materials:
Slide projector
Screen
Set slides (III-D)
Quiz Sheets (Ditto #14)

Vocabulary:
bank
barber chair
barber shop
bowling alley
cafeteria
check out stand
church
coin slot
depot
detail
dimestore
drugstore
lever
locker
luncheonette
merchandise
opening
pews
post office
quiz
recognize
school
shoe repair
stamp window
super market
teller's window
tray rail
waiting room

As you remember, we have been practicing this week, learning to recognize the signals that tell us what we are supposed to do when we are in various places. The way things are made--vending machines for example--tells us what to do. We don't have to look at every detail. We see a coin slot and we know we need a coin. On a vending machine we look for a button to push, or a knob to pull, or a lever to push. Then we look for the opening where the merchandise comes out.

Let's look at some pictures today, mostly of the outside of different places, and let's decide how we recognize what each place is.

Since we will have a quiz later, I will give everyone a quiz sheet. /Distribute/ Write your name on your quiz sheet.

(1) /Slide: Postoffice/ How many of you can tell from what you see what kind of place this is? /Teacher hints, if necessary, so slower pupils get it--calling attention to mailbox and flag./ ( ) Yes, this is a postoffice. A_____, what do we do in a postoffice? ( ) Inside we could buy

stamps, buy a money order, or mail letters and small packages. How can we tell it is a postoffice? (Mailbox, flag)

(2) /Slide: School/ How many of you can tell what this is? (/Teacher encourages slower pupils.)/ ( ) B_____, how can we tell it is a school? (Flag, playground, basketball goal)

(3) /Slide: Supermarket/ How many of you can tell what this is? ( ) C_____, what do we do here? ( ) How can we tell it is a supermarket? ( )

(4) /Slide: Drugstore/ How many of you can tell what this is? ( ) D_____, what do we do in a drugstore?* (We buy certain kinds of articles.) What makes us think it is a drugstore? ( )

(5) /Slide: Bank/ How many of you can tell what this is? ( ) E_____, what do we do in a bank? ( ) What makes us know it is a bank? (Slot for night deposits; built of strong materials)

(6) /Slide: Train depot/ How many of you can tell what this is? ( ) F_____, what do we do in a train station? ( ) What makes us know it is a station? (Tracks, train, etc.)

Now, everyone can look at the little pictures on his quiz sheet. /Illustrate/ The first picture is to help us remember the post office. Underneath the post office is a little picture to help us remember the school. What is the picture under the school? (Supermarket) What is the picture under the supermarket? (Drugstore) What is the picture under the drugstore? (Bank) What is the picture under the bank? (Train station or depot)

The next picture we will see will show an inside view in one of these buildings. When you see the next slide, you decide what it is and in what kind of building we would find it. It will be picture No. 1. When you decide whether it belongs to the train station, or the bank, or the drugstore, or the supermarket, or the school, you will write a number 1 on your paper beside the picture. Are there any questions? (   ) Are you ready?

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* In lesson in Week V there will be more discussion of where we buy what items.

(7) /Slide: Soda counter/ Don't talk out loud. This is a practice picture. Decide what this is and which building you might find it inside. Write the number 1 beside that building. /Teacher calls on a pupil for the answer and explains the task further, if necessary./

(8) /Slide: Locker/ Don't talk out loud. Decide what this is and which building you might find it inside. Write the number 2 beside that building. Don't let anyone see your paper.

(9) /Slide: Waiting bench/ Decide what this is and in which building you might find it. Write the number 3 beside that building.

(10) /Slide: Groceries/ Decide what this is and in which building you might find it. Write the number 4 beside that building.

(11) /Slide: Teller's window/ Decide what this is and in which building we might find it. Write the number 5 beside that building.

(12) /Slide: Stamp window/ Decide what this is and in which building we might find it. Write the number 6 beside that building.

Before we play another round of our contest, we will score these papers. Each student will pass his paper to the pupil in the seat in front of him. Students in the front row will take their papers to the students in the back seats.* /Teacher waits/ Are you ready to score?**

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* If papers are correctly scored, the scorer might earn a point.

** If seating is not in rows, appropriate passing of papers is in order so that pupils will not mark own paper.

(7) /Slide: Soda counter/ What is this? ( ) In which building would we find it? (Drugstore) Number 1 beside drugstore is correct.

(8) /Slide: Locker/ What is this? ( ) Where would we find it? (School) Number 2 beside school is correct.

(9) /Slide: Bench/ What is this? ( ) Where would we find it? (Depot) Number 3 beside train station is correct.

(10) /Slide: Groceries/ What is this? ( ) Where would we find it? (Supermarket) Number 4 beside supermarket is correct.

(11) /Slide: Teller's window/ What is this? ( ) Where would we find it? (Bank) Number 5 beside bank is correct.

(12) /Slide: Stamp window/ What is this? ( ) Where would we find it? (Postoffice) Number 6 beside postoffice is correct.

Count the number of correct answers and write the number of correct answers in the first score box. Return the paper to the person whose name is on it. We'll look at another group of slides.

(13) /Slide: Church/ How many of you can tell from what you see what this place is? ( ) G_____, how can we tell it's a church? ( )

(14) /Slide: Shoe repair/ How many of you can tell what this is? ( ) H_____, how can we tell it's a shoe repair store? ( )

(15) /Slide: Barber shop/ How many of you can tell what this is? ( ) I_____, how can we tell?

(16) /Slide: Bowling alley/ How many of you can tell what this is? ( ) J_____, how can we tell? ( )

(17) /Slide: Cafeteria/ How many of you can tell what this is? ( ) K_____, how can we tell? ( )

(18) /Slide: Dimestore/ How many of you can tell what this is? ( ) L_____, how can we tell? ( )

Now, everyone can look at the little picture on the other side of his quiz sheet. /Illustrate/ The first picture is to make us remember the church. What is the picture underneath the church? (Shoe repair) What is the picture underneath the shoe repair? (Barber shop) What is the picture underneath the barber shop? (Bowling alley) What is the picture underneath the bowling alley? (Cafeteria) What is the picture underneath the cafeteria? (Dimestore)

Get ready now to watch the next 6 slides. These slides show the inside of one of these buildings. Look at the picture and decide what it is. Then you decide in which of these 6 buildings we would see it. You write a number beside the picture. Ready?

(19) /Slide: Bowling/ Don't talk. Decide what it is and in which building you would see it. Write the number 1 beside that building.

(20) /Slide: Church pews/ Decide what it is and in which building you would see it. Write the number 2 beside that building.

(21) /Slide: Cafeteria rail checker/ Decide what it is and in which building you would see it. Write the number 3 beside that building.

(22) /Slide: Barber chair/ Decide what it is and in which building you would see it. Write the number 4 beside that building. /Might point out hat and coat rack./

(23) /Slide: Shoes/ Decide what is happening and in which building you would see it. Write the number 5 beside that building.

(24) /Slide: Dimestore counter/ Decide where it is and in which building we would see it. Write the number 6 beside that building.

Now each student will pass his paper to the student in front of him. Students in the front row will take their papers to the students in the back seats. /Teacher waits/ Are you ready to score?

(19) /Slide: Bowling/ What is this? ( ) In which building will we find bowling? ( ) Number 1 beside bowling alley is correct.

(20) /Slide: Pews/ What is this? ( ) In which building will we find pews? ( ) Number 2 beside church is correct.

(21) /Slide: Cafeteria rail/ What is this? In which building will we find rails? ( ) Number 3 beside cafeteria is correct.

(22) /Slide: Barber chair/ What is happening? ( ) In which building will we find a man having a hair cut? ( ) Number 4 beside barber shop is correct.

(23) /Slide: Shoes/ What is happening? ( ) In which building would we find people getting shoes back from being repaired? ( ) Number 5 beside shoe repair is correct.

(24) /Slide: Dimestore/ Where is this? ( ) Number 6 beside dimestore is correct.

Add up the number of correct scores and write the number in the second score box. Add the two scores together and write the total under the score boxes.

Now pass the paper back to the student whose name is on it. /Teacher distribute savings books./ Take your privilege point savings books and go in turn to the recorder in your row so he will write in your savings book the number of correct answers on your paper. /Pupils return savings books to teacher./

Optional and Supplementary Activities

Pupils could make sets of pictures of building interiors to be matched with interior settings. Pupils might pay privilege points for the privilege.

Pupils could make picture note books of items to be used or purchased in varied settings.

A HIGHWAY TRIP BY BUS

Objectives: To discuss choice of mode of long distance transportation, to illustrate there are advantages and disadvantages to each type, illustrate a trip by bus, and point out that each, including one's own car, costs money.

Materials:
- Slide projector
- Screen
- Set slides (III-E)
- Bus/train schedules (optional)
- Comparative travel chart (optional) (p. 103)
- Telephone directory (optional) " "
- Cost of meal chart (optional) (p. 105)

Vocabulary:
- afford
- arrival time
- baggage
- cheapest way
- departure time
- destination
- fare
- quarter
- research
- reserved seat
- rest stop
- safekeeping
- scenery
- storage compartment
- terminal
- ticket agent
- transportation (private-public)
- vacant

We have been talking about how we can know what to do by what we see. A week or so ago we discussed pictures of a trip by automobile from one city to another city. We looked at pictures of the highway signs and signals that make it possible for a driver to know where to turn, where to drive carefully, where to make a rest stop to use the toilet, and other things that are important.

There is more than one way to travel from one city to another and whenever we can do something in more ways than one, we make a choice as to how to do it. Let's list the kinds of transportation and then we'll think about which ones we might choose to use. What transportation could we use to go from one city to another? ( ) /Teacher may wish to write "airplane," "train," "bus," "car" on the board as headings for lists of advantages and disadvantages./

When we drive our own car, that is called "using private transportation," because we are using something that belongs to us. When we use an airline or a train or a bus, we are using public transportation. Anyone who can pay for a ticket can ride on an airplane, a train or a bus. Whenever we travel by car, airplane, train, or bus it costs us money. Does anyone have an idea or would like to guess how much it would cost to go to _____ /Teacher names a community about 100 to 150 miles distant/ from here? _____ is about 150 miles from here. If we had a car and wanted to use our car, it would take us about three hours to go there. If we used our car, the gas and oil might cost us about $3.50. But to own a car we have to pay for insurance, auto licenses and other taxes. Whenever we drive we are wearing out our engine and tires. So people who own cars figure it costs them about 10¢ for every mile they drive. If it costs 10¢ a mile to drive our own private car to _____, it would cost us cash $3.50 for gas and oil, and it might wear down tires, battery, engine and other parts about $12-$15 worth.

It might be less expensive to use public transportation. Today, let's do some research to find out the cheapest way to go to _____ from here. /Teacher may wish discussion to find out whether pupils know what to do in order to find out./

Today we will see pictures of a young man who is going to travel by bus between two cities. /Possible class discussion of bus travel experiences./

When we want to know the price of a ticket, we can telephone and ask. Then we know whether we can afford it--whether we have enough money to buy a ticket.

/Teacher may provide information re service and cost or may assist group in using telephone directory, in planning how to get information direct from the respective terminals. Information is then listed under appropriate headings--example:

airplane		bus		train	
fare	$________	fare	$________	fare	$________
departure	________	departure	________	departure	________
arrival	________	arrival	________	arrival	________

Teacher encourages consideration of the advantages and disadvantages of each./

The pictures we will see today were taken of a young man who moved from his home town to a larger city where he had found a job. His name is Fred. Fred attended special education classes until he was 18. He is a very good worker and has many friends, but he did not learn how to read very well when he was in school. The pictures will show how Fred travels, eats out, finds a room, and takes care of himself.

Fred had to decide if it would be better to go by train or bus. Since he could not use the telephone directory, a friend helped him and looked up the telephone numbers for the bus terminal and the train station. He phoned first about the bus. He dialed the numbers and said "What is the fare to _____? When does the bus leave here and when does it arrive there?"* He wrote down the answers. Then he phoned about the train. He asked the same thing and wrote down the cost and the time schedule. /Teacher writes on blackboard:/

	train		bus
fare	$8.00	fare	$6.40
departure	6 pm	departure	1:15 pm
arrival	10 pm	arrival	5 pm

Which one is chaper? (   ) Since the bus is cheaper and it would arrive before dark, Fred decided to take the bus.

---

* Note that there may be several departure and arrival times. Select the one that will arrive in time to find a room for night.

(1) /Slide: Fred outside terminal/ /Teacher points/ This is Fred. What is the building? ( ) How can we tell? ( ) Yes. One way we can tell some bus terminals is by a greyhound sign. It is the sign for the Greyhound Bus Line. There are other different bus lines. /May discuss others and their insignia./

(2) /Slide: Ticket counter/ This is Fred inside. How many of you have ever seen a ticket counter. Where would you go to buy a ticket in a bus depot? ( ) Fred didn't have to ask anybody because he saw the man behind the counter and he knew the man must be the ticket agent.

How would we ask for a ticket? ( )

/Encourage role playing or discussion so as to make clear that one
states destination; asks price; states or asks time of departure./ The
(3) ticket agent said, "Six forty." What did Fred do then? ( ) /Slide:
Bills/* This is what Fred had in his pocket. What did he give the ticket
agent? ( ) Everyone, figure how much change he should get back if he
(4) gave $10? If he gave $7? ( ) /Slide: Change/ This is what Fred got
back. What did he give the ticket agent? ( ) Did he get the right
change? ( ) How much money does Fred have altogether? ( )

It was noon when Fred bought his ticket. The ticket agent told Fred his bus would leave at 1:15. How long will Fred have to wait? ( )

Fred thought he would find a place to eat lunch and maybe walk around and look at things. His suitcase was heavy. He didn't want to carry it for an hour. He asked the ticket agent if he could leave it at the bus depot. Do you think that would be a good idea? ( ) If you were the ticket agent, what would you advise him to do? ( ) /If good suggestions are made,

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[*] Play money is used in the slide because there is a law prohibiting photographing whole, real paper money.

teacher accepts them./

(5) /Slide: Baggage locker/ This is where Fred left his suitcase. What do we call it? (Baggage locker) Baggage lockers cost a dime or 20¢ or a quarter, depending upon the size. This one cost Fred a quarter. Fred had 50¢ and a dime in change. Where could he get a quarter for the locker? ( ) After he put a quarter in the coin slot he turned the key in the lock and took the key with him. /Teacher may discuss importance of locking up or checking suitcase for safe keeping; how to use locker; how to keep the key so as not to lose it. How to ask for information if you don't know how to use locker./

Fred wanted to find a place to eat lunch. He could ask someone. Who would be a person he might ask in the bus depot? (Ticket agent, if he isn't busy.)

How else might he find a place to eat? (Go out and look for a sign or a window that tells him it is a cafe or a lunch counter, or a cafeteria.)

(6) /Slide: Menu board/ This is a drug store window. Can you guess what Fred is looking at in the window? (Menu board) What does that tell Fred? (They serve food inside.) He doesn't read the words, but he knows that restaurants or cafeterias use a sign that looks like this.

(7) Fred goes in. /Slide: Tray rail/ What is he doing here? ( ) He likes to eat in cafeterias because he can see the food and he can read the price before he asks for a helping of some food.

(8) /Slide: Paying cashier/ What is he doing here? ( ) Fine.

(Optional: His lunch cost:

soup	$.15	salad dressing	$.05
crackers	.05	pie	.22
meat	.60		
salad	.10	tax	.03)

What did lunch cost? ($1.20) What did he give the cashier? /He had a $5 bill, four $1 bills, a quarter and a dime./ ( ) What change did he receive? ( )

What time is Fred's bus supposed to leave? ( ) What time should he be back at the bus depot? ( ) Fred came back to the depot at about 12:30. He took the locker key out of his pocket. He looked for the locker that had the same number on it as the number on his key. He unlocked the locker and took his suitcase out of it. Then he sat and waited a few minutes. His bus
(9) was a little late. /Slide: 1:30/ How late was it? ( ) Finally he heard the ticket agent call out, "Kansas City bus arriving. Passengers have your tickets ready" How late was the bus? ( )

(10) /Slide: Boarding bus/ What is Fred doing now? ( ) How did he know his bus had come? ( ) Who takes his ticket? ( ) What does he do when he gets inside the bus? ( )

(11) /Slide: Baggage storage/ This door is where the driver puts our suitcase or package if we are going on a long trip. When we get off the bus, we must remember to ask the driver to give us our suitcase or package.

How will Fred know when he has arrived at his destination? ( ) Fine.

Fred asked the bus driver if he was supposed to sit in a reserved seat. The driver told him to take any seat that was empty. He found a vacant seat beside another passenger. When the bus left the terminal, Fred enjoyed the trip. He looked out the window at the scenery. The man sitting next to him talked with him part of the time about where he was going.

The bus driver stopped the bus at several towns and more passengers got on. Some passengers got off.

This was a large bus and Fred noticed that several passengers left their seats,one at a time, while the bus was traveling and went into and came out of a little room. He asked what it was and the man passenger told him it was a toilet. Men and women passengers on buses and airplanes use the same toilet. They aren't marked "men" or "ladies", they are just marked "toilet." In trains there are usually separate toilets for men and women, and they have signs "men" or "women" outside.

When the bus was close to his destination, the driver called out the name of the town. When the bus stopped at the terminal, Fred went to the front of the bus and got off. He told the driver he had a suitcase. The driver got off the bus, opened the storage compartment, and had Fred show him which was his bag.

Optional and Supplemental Activities

Plan a trip to nearby town

Practice finding telephone numbers for bus terminal, airlines, train information

Practice asking for information

Compare best transportation--price, convenience

Practice writing down price, departure & arrival times

Decide what to pack for a short trip

Field trip to see interior of a highway bus

Field trip to busy terminal to practice listening for bus departure information

Resources

Bus time tables
Train time tables
Order free copies of cartoon story, "Driving Like a Pro," from the Greyhound Corporation, Ft. Worth, Texas

PREFACE TO WEEK IV

This week's lessons on grooming, clothing maintenance and simple repairs are presented with suggested motivating activities such as pupil demonstrations and competitions. Actual pupil practice of home cleaning, ironing, button sewing, and, for girls, hair care, and use of cosmetics, are strongly urged. The demonstration series might be held in a home economics classroom where irons, sewing supplies, fuse boxes, lamps and light bulbs are available for use.

☐ Read through Week IV lessons

☐ Schedule necessary time

☐ Pre-plan for use of home economics room

☐ " visit to coin laundry

☐ " desired additional modification and supplemental activities

☐ Arrange for:

_____ sets slides IVA - IVC
_____ projector
_____ screen
_____ room
_____ pupil savings books
_____ run several copies per pupil of Dittos #15 (IV-B) and #16 (IV-C)
_____ hand cleaning materials (lesson IV-A, p.111)(optional)
_____ manicure supplies (lesson IV-B, p.117) (optional)
_____ sample deodorants " " p.118 "

MAKING A GOOD IMPRESSION

Objectives: We all do work that gets us dirty. People who are not afraid of dirty work and who clean up afterwards make a good impression. People who don't clean up make a poor impression.

Materials:
Slide projector
Screen
Set slides (IV-A)

Vocabulary:
apron
bib
carpenter
coveralls
dress uniform
exercise
employee locker
fatigue
jeans
lazy
mechanic
muscle
overalls
painter
patrol woman
service uniform
slob
street clothes
swipe rag

For the last few weeks we have been talking about signals and things we see or hear that tell us what to do. [Teacher may review]

Today we'll be discussing other kinds of signals that tell us things.
(1) [Slide: Dirty car] For example, what would you say about this car?
(It's very dirty) The car had to run through a muddy place so we aren't
surprised that the car has mud on it. When the weather is bad or when a
road is muddy, a car gets dirty on the outside. A muddy car doesn't look
(2) bad when there is a reason for it to be muddy. [Slide: Dirty car, clean
street and house] Is the street muddy now? ( ) No, the weather is
nice; the street is clean, but this car has a lot of dirt on it. When the
weather is nice and we see a dirty car we think "What a lazy car owner.
(1) Why doesn't he wash his car, or why doesn't she wash her car?" [Repeat #1]
The car is muddy, but we understand that there is a reason for it to be
(2) dirty. [Repeat #2] The car is muddy and we wonder why the owner hasn't
washed it.

(3) /Slide: Grimy mechanic/ Z_____, what is this man doing? ( ) He
(4) is working in a garage. /Slide: Dirty hands/ In his work he gets grease
on his clothes and hands. He works on engines and wheels. He has to crawl
under cars. His work gets him very dirty. How many of us in the class
know a man who is a mechanic? ( )

(5) /Slide: Dirty person at a drive-in/ Y_____, what kind of a place is
this? ( ) A man with grease on his face is sitting at a counter in a
(4) restaurant. /Slide: Dirty finger nails/ He is in a clean place and it
doesn't look right that he should be dirty. X_____, what do we think when
we see someone who is dirty when he is in a clean place? (He is lazy; he
doesn't know much.)

There are a lot of jobs that can get us dirty. Let's see how many we can think of.*

/Discussion points: The work that gets us dirty is very important work. Getting dirty outdoors is natural and no one minds. Getting dirty from working on a dirty job is natural and no one minds. But there's a difference between the people who get dirty and stay dirty and the people who clean up regularly. People who start clean, who are willing to get dirty on the job, and who clean up regularly, make a good impression.

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* Possibilities:

Jobs: Painting, carpentry, wall papering, short order cook, gardening, housework, working on auto, repairing streets, repairing pipes (plumbing), repairing electrical lines

Farm work: Butchering, slaughtering, de-horning

Surgery:

Sports: Fishing, camping out, football, baseball, auto & horse racing

Armed Services:

/May discuss jobs around a house that get one dirty; jobs parents do that get them dirty./

How do we clean grease, paint, dirt from our hands and clothes after a hard job:

/Possibile discussion points:

After: Special soaps: Boraxo, Lava, etc.
Turpentine to get off paint
Hot shower
Scrub brush

Before: Using a special cream on hands before starting mechanical work or painting
Soap under finger nails
Protective gloves

People dress differently when they are going to do any kind of work (6)(7) that would get them dirty. /Slide: Apron/ /Slide: Jeans on playground/ We dress differently for hard play outdoors. Let's list the special clothes we wear.* ( )

How many of us change from school clothes to work clothes sometime during every day. /Teacher may tally or count or discuss what they do and what they wear./

Since it is important to work, and also to be clean and make a good impression, some people wear uniforms--work clothes--because of what they

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* Possibilities: Woman: washable house dress--usually an old one we don't wear other times
aprons
smocks
jeans & dark cotton shirts
overalls
coveralls
culottes

Men: jeans
aprons
smocks
overalls
coveralls
washable uniform coats

do. Their work clothes are washable and strong. They wear "street clothes" on the way to work. When they get to work, they go to the employee's locker. They might take off their watch and lock it in the locker to keep it safe. Women workers usually lock their pocketbooks in their locker.

(8) [Slide: Locker] Here is a worker who has changed from street clothes into a washable uniform. After work, she will go back to the locker room and change into street clothes to go home. W_____, if her work uniform is dirty, what will she do with it? (Take it home to wash, or to a launderette.) She would have to bring a clean uniform for the next work day.

How many of you have seen an employee's locker room? ( ) Do your parents sometimes change into work clothes? ([Discuss])

(9) [Slide: Auto mechanic] V_____, what does he do? ( ) How can you tell? ( ) U_____, what do we call him? (Mechanic) What work clothing is he wearing? (Coveralls)

(10) [Slide: Painter] T_____, what does he do? ( ) How can we tell? ( ) S_____, what do we call him? ( ) Tell us what work clothes he is wearing. ( ) Does anyone in the class know a painter? ( )

Some work clothes have special pockets. The painter can keep his swipe rag or his putty knife in the bib pocket of his overalls. His cap protects his hair and face from paint drippings or spray.

(11) [Slide: Carpenter] Does anyone in the class know a carpenter? ( )
What does he do? ( ) The carpenter has pockets in front of his overalls
where he can keep his ruler or measuring tape or pencil. He might be up on
(12) a ladder and the pocket keeps things handy. [Slide: Carpenter] His over-
alls have loops in back and at the side to hold tools. [Teacher points]

Is there a difference between coveralls and overalls? [Teacher may rerun slides./

R_____, why does the painter have a pocket in his overalls? ( )

Everyone, why does the carpenter have a pocket in his overalls? ( )

(13) /Slide: Moving van man/ Does anyone in the class know a mover? ( ) He wears coveralls. His pockets are buttoned down or have zippers on them so things don't fall out when he bends over.

(14) /Slide: Coveralls/ Garage men and filling station attendants wear coveralls, and usually their pockets have fasteners on them because they stoop over and crawl under things.

(15) /Slide: Celery trimmer/ Does anyone in the class know a kitchen worker? ( ) Women sometimes wear uniforms because the work they do gets them somewhat dirty and they need clothes that are easy to wash. The men and women who work in a hospital kitchen or a hotel kitchen or in a

(16) big restaurant kitchen wear washable uniforms. /Slide: Kitchen worker/ Sometimes they wear aprons on top of their uniforms to help keep clean. P_____, think of the jobs that have to be done in big kitchens and see how many you can tell us. (Wash dishes, prepare salads, serve helpings of food, cook, etc.)

(17) /Slide: Surgeons/ Does anyone in the class know a surgeon or a nurse? ( ) The surgeons and nurses who work in hospital operating rooms wear work uniforms that are a little different than the usual doctors' and nurses' uniforms in other parts of the hospital.

(18) /Slide: Beauty operator/ Does anyone in the class know a beauty operator? ( ) The operators who work in beauty parlors wear uniforms because it is sometimes a messy job to wash hair, color hair, clean out sinks, etc..

Women who work in certain factories might wear a uniform if their work would get their clothes dirty.

On farms women do lots of hard outdoor work and dress for it, and they like to work hard. They learn how to do many things and they become very strong.

/Possible discussion:

Whether girls know women who do hard outdoor work
Whether girls in class do hard work
What they would like to try to do
Women's work in other countries
We grow stronger as we exercise or work, and weaker when we don't exercise or work/

(19) /Slide: Soldier in fatigues/ Does anyone in the class know someone in the Armed Services? ( ) Men and women in the Armed Services have several different uniforms. What do you think they might be? (Fatigue coveralls for dirty work, a service uniform, a dress uniform)

/Possible discussion of when, how, and whether fighting men clean up--may live for days in mud or snow, but clean up at first opportunity./

Today we have talked about how people make a good impression by being clean before and after work and recreation. Since many things we do will get us dirty, we wear special clothes that are easily cleaned. We learn how to remove grease and stains from our skin. We may also learn how to remove grease and stains from our work clothes.

Optional and Supplemental Activities

Teacher or pupils may prepare a quiz on today's lesson for review later in week.

Discussion of clothes we wear for recreation: baseball, track, tennis, etc.

Make notebooks of clothes we wear for work and clothes we wear for recreation.

The kinds of work clothes worn by members of students' families.

How to get work clothes clean.

Visit by custodian to discuss his dirtiest jobs and how he cleans up.

Demonstrate use of Lava, Boraxo, etc.

Visit a meat cutting department.

Visit by a parent to describe his work and how he cleans up.

Visit by a woman who paints at home or does other dirty jobs to describe work. How she cleans up. Use of turpentine, nail brush. Followed by whole group demonstration of cleaning greasy or paint stained hands.

How a mechanic cleans up.

Visit a commercial or a hospital laundry.

MAKING A GOOD IMPRESSION
BEING CLEAN AND NEAT

Objective: To focus upon components of grooming and how one compares with one's peers

Material:
Slide projector
Screen
Slide (IV-A-3)
Self Rating on Grooming - Ditto #15
Manicure supplies (p. 117) (Optional)
Deodorants (p. 118) (Optional)

Vocabulary:
articles
body odor
cuticle remover
deodorant
emery board
nail clipper
nail file
odors
perspiration
rollers
soiled
sweat
vaseline
well groomed

Yesterday we talked about making a good impression. We said that people who work hard and get dirty, if necessary, and then clean up after work were people who made a good impression. People like hard workers and clean people. The way to be both a hard worker and clean is to change IV-A(3) clothes and clean up carefully after you finish work. /Slide: Mechanic/ This man is wearing work clothes because he works in a garage where there is grease and dirt on the floor and on many of the auto parts. Look at him carefully and let's write down some of the things he will have to do when he has finished his work for the day. (Take off his clothes; take a shower or a tub bath; use Lava soap to get the grease off hands and face; use brush; shampoo his hair; use deodorant; put on clean clothes; shave; comb or brush hair.)

What should he do with his work clothes? (They are greasy dirty. He would put them with other clothes that will be laundered, so he can "start clean" the next day.) Let's discuss what we do with dirty clothes when we take them off. What do you do? /Discuss where soiled clothes are put; who decides when they are soiled--pupil or other family member; how we inspect for dirt and odors./

Who can tell us /or demonstrate/ how he might get his fingernails clean? (Soak them, use brush, might use turpentine or cuticle remover on little cotton balls on tip of toothpick to remove grease and other stains from cuticle area around edges of fingernails, and from underneath the nails. Rub in vaseline around cuticle at night before going to bed to soften cuticle and nails.) /May re-emphasize use of special creams prior to doing greasy work so the stains wash off quickly./

How long should our fingernails be, to make a good impression? /Find examples of longest and shortest among pupils. Discuss disadvantages to very long and very short. Pupils may vote on the hands and nails--male and female--they think make the best impression. /Discuss nail care--who does it for the pupils; frequency; whether pupils each has and uses nail clippers and nail file; whether girls have and use emery boards, polish, etc./

We have been discussing what people do as a part of their grooming, when they clean up every day. We talked about looking over our clothes so as to separate the clean from the dirty clothes. We talked about getting our nails in good condition. The mechanic in our picture would have to do these things. Z_____, what other things did we think he needed to do? (Shampoo and shave.)

When do you give yourselves shampoos? /Discuss when they do it: On weekends, at night, midday, etc./ Y_____, why is a shampoo simpler for a man than for a woman? (Because his hair may be short and, therefore, may dry faster.) Most women have longer hair and longer hair does not dry so fast.

Also, women frequently have to put their hair up on rollers so it will have a wave in it when it dries. Hair on rollers does not dry fast. While hair is up in rollers it does not look nice. What can women do while they wait for their hair to dry? /Discuss. Best to plan shampoos for times when one can stay home. If there are visitors, one can cover the rollers with a pretty scarf, etc./

While on the subject of making a good impression by being well groomed, we'll also discuss deodorants. Who will give us a definition of a deodorant? ( ) Let's make a list on the blackboard of the different kinds we use. /Teacher or pupil may write names and keep tally./ /Discuss differences: roll on, cream, etc.; whether use daily or on special occasions. Should be used daily and some people need it several times a day./

Since we've been talking today about grooming, we are going to look at our own grooming and decide whether we are well groomed or not. /Distribute rating sheets--Ditto #15/ At the top there is a place for your name. /Demonstrate/ First, you will see two hands. The hand on this side /demonstrate/ is clean. The hand on the other side is dirty. Look at your hands. If your hands and finger nails are clean, make an X mark in the box beside the clean hand. If your hands and fingernails are dirty, make an X mark in the box beside the dirty hand. In the middle there is a place for your X mark if your hands and fingernails are not thoroughly clean but are not very dirty. If you put an X in the middle, this means your hands are not very dirty but they are not thoroughly clean. /Pause for pupil self rating./

Next /demonstrate/ here is a picture of Ban deodorant. What is Ban? ( )

Across the page is a picture of a smelly perspirey person. Think about yourself. Are you using deodorant today? If so, make an X in the box beside the picture of Ban. If you are not using deodorant today, decide whether you have some body odor or not. If you have body odor, make an X in the box beside the smelly person. If you think you have no body odor, make an X in the box in the middle. If you make your X in the middle, this means you are not using deodorant today, but you have no body odor. /Wait/

Next, /demonstrate/ there is a picture of a person wearing clothes that are clean, not wrinkled, in good repair, and they fit well. Her clothes are neat. On the other side of the page is a picture of a person wearing clothes that don't look so good. Maybe they are not clean; maybe they are wrinkled; maybe they need some mending; maybe they are too tight or too large. They aren't neat. They look messy. Think about your clothes today. Are they neat? If so, make an X beside the picture of the person wearing neat clothes. Are they messy? If so, make an X beside the person wearing messy clothes. Maybe they are not thoroughly neat, but they also are not thoroughly messy. If you think they are in between, make an X in the middle. /Wait/

Next, /demonstrate/ think about your shoes. If they are in good condition and are clean and polished, they are neat. If so, put an X beside the neat shoe picture. If the heels are run down, if perhaps a shoe lace is broken and if they need polish, they are "run down." If so, put an X beside the run down shoe picture. Maybe they are not thoroughly neat, but also not thoroughly run down. If they are in between, make an X in the middle. /Wait/

The last picture /demonstrate/ shows hair. Think about your hair. Hair that is neat stays in place and looks combed and brushed. Hair that is messy does not stay in place and does not look combed and brushed. If your hair is neat, make an X beside the neat hair picture. If your hair is messy, make an X beside the messy hair picture. If it is "in between" neat hair and messy hair, make an X in the middle. /Wait/

Now find your total score for being well groomed. The X's in the neat and clean column [demonstrate] are worth two points. Write the number 2 in the score column [demonstrate]. X's in the in-between column [demonstrate] are worth one point. Write the number 1 in the score column. [Demonstrate] If you have an X in the messy column, [demonstrate] write a zero in the score column. [Wait? Now you have five scores written in the score column. Add them and write the total on the line at the bottom. [Wait]

[Discuss scores; may tally, etc.]

[Pupils' scores are added to their privilege point savings books.]

Optional and Supplemental Activities

Assign best manicured pupils to demonstrate nail care to pupils whose nails may be poor.

Teach best manicured girls to use cuticle remover, etc.

Borrow article from school lost box to use in (a) demonstration of and then (b) practice in sorting articles of clothing as to cleanliness. Point out odor as important criterion.

Demonstration of types of deodorant.

Discussion and demonstration of care of teeth.

Demonstration of getting paint, grease, or other stains off fingers and hands.

Discussion of use of depilatory or razor on women's leg and underarm hair.

Discussion of frequency of man's shaving.

MAKING A GOOD IMPRESSION

Objectives:
Things break, tear, wear out. We learn to make repairs.
Having things in good repair makes a good impression.
Having things unrepaired makes a poor impression.

Materials:
Slide projector
Screen
Set slides (IV-C)
Things I Can Repair - Ditto #16

Vocabulary:
capable
careless
commence
cracked
dents
hem sags
repair
rust
scuffed uppers
wrinkles

IV-A(1) Several days ago we looked at this slide /Slide: Dirty car/ of a dirty car and we said that a dirty car doesn't make a bad impression

IV-A(2) when we can see it is surrounded by mud or dirty streets. /Slide: Dirty Car 2/ Then we looked at this other dirty car and decided that it makes a poor impression because the streets are not muddy and the car owner could have cleaned it up.

We talked about the jobs we have to do that get us dirty. We wear special clothes when we do work that would get us or our regular clothing dirty.

/May review names of clothing/

When we start clean, and clean up after getting dirty, we make a good impression.

(3) /Slide: Dented car in accident/ A_____, what has happened here? ( ) A car has had an accident and it is in bad condition. Let's look at it and see how many parts would have to be repaired.

/Discussion/

When we can see that the car has just been in an accident, it doesn't make a bad impression on us to see there are many things that need to be repaired.

(4) /Slide: Jalopy/ B_____, how many things can we see that need repair on this car?

/Discussion/

When we see a car that is dented, rusted, has cracked windows, doors that don't close, and other parts out of repair, it makes us think the car owner is careless. Maybe he doesn't care about keeping things up--keeping them in good repair.

(5) /Slide: Good old car/ Who can tell us whether this is a new car or not? ( ) What makes the difference? ( ) Suppose we see these two
(4)
(5) cars /Repeat slide #4/ /Repeat slide #5/ side by side. Let's try to imagine what kind of person might own these cars.

I'll write on the board all the things we imagine about these people /Teacher heads two columns: Needs many repairs--In good repair. May encourage discussion while listing descriptive adjectives or phrases./*

(6) /Slide: Tattered soldier/ What has been happening here? ( ) Yes, we can see he has been in a rough battle. He wore a special uniform and he doesn't mind that things are all torn up. His clothes don't give us a poor impression because we can understand what he has been doing. As soon as he can, he will clean up and change to other clothes.

(7) /Slide: Wrinkled, torn/ Here is a girl wearing something that gives a poor impression. She is a pretty girl but let's see how many things
(8) we can see that ought to be repaired. /Slide: Close up/ /Repeat

---

* Examples: careless - careful
lazy - good worker
unemployed - worker

(7) slide #7/

/Discussion: Wrinkled, sagging hem, button off, etc./ It looks as if she just doesn't care about how she looks. We can't understand why she hasn't ironed the dress, why she doesn't straighten the hem, shorten the dress, and sew on the button. It makes us think she is a careless person or that she hasn't learned how to do these easy repairs.

It is important to keep things in good repair. Let's think about different kinds of repairing. Let's commence with our shoes and work up and see how many kinds of repairs we can list. /Teacher writes "shoes" on blackboard/ What repairs are necessary? Who repairs them? /Discussion: heels wear down; soles wear through; uppers get scuffed or break; shoe laces break; buckles come off./

/Teacher writes socks-hose; trousers-skirts; shirts-blouses; jackets-coats; etc./

/Discussion: mending & patching zippers, buttonholes, pockets, buttons, cuffs, hems, etc./

Let's take a count and see how many of each kind of repair we need, right here. I'll start by saying my shoes are about ready to need heel caps, and a button came off my coat. We'll make a count of all the repairs needed. /List and tally/

Who usually does these repairs for us? /Discussion/

Let's see how many things each of us knows how to repair. We'll pass out a sheet that has pictures on it. /Distributes sheets - Ditto #16/

A person who can repair many things is a "capable" person. We will find out whether we are "capable" or not.

Put your name at the top of the sheet. Then look at each picture and decide if it is something you know how to repair. If it is something you can repair, make a circle around it. There may be other things you know how to repair. There is a line here at the bottom of the sheet where you can write anything else you can repair. If you have any questions, ask me.

[While pupils complete questionnaire, teacher may list items on the board. May collect questionnaire and assign a pupil or pupils to tally the items on the board to indicate how many able to repair each item.]

[Discuss the items most can repair, and the more difficult items. Discuss how can learn to do them.

Quite a few of us have learned some repair skills. We are becoming "capable." If we keep things in repair, it makes....[hints--] what? (A good impression!) Yes.

[Class may develop questionnaire to take home by which to learn the kinds of repairs their families make. Which of these repairs, etc...

replace spark plugs
change fan belt
change tires
iron clothes
polish shoes
paint

fix leaky faucet
put new wire on lamp
fix broken lamp plug
repair furnace
repair hole in plaster

put up wallpaper
sew on button
repair leaky roof
patch torn clothes

]

Today we have been thinking about the repairs that we must learn to make. When we learn how to repair things and keep them in good condition, we are capable people. Capable people make a good impression.

Optional and Supplemental Activities

Pupil team contest--at shoe polishing or ironing. Initially, each member has practice; then teams nominate their best member for a "run-off" between teams. Could have womens team vs. mens team, or two mixed teams.

Design sleeve patches--a series of skillcraft merit badges* to be awarded in an ongoing program to students who can demonstrate any type of repair. Objective is to get parents, friends or others to teach them as many kinds of repair as they want to earn an award for.

Make plan for "test" of certain of the repair skills on certain dates in near future. Possibly school custodian, room parent, home economics or shop teachers would be the examiners, perhaps even teach the skill.

Pupils submit pictures for the merit badges.

Invite a parent to teach a type of repair.
Help pupils make up a questionnaire to take home on which to get parent report as to what kinds of repairs can do.

Invite home economics teacher to demonstrate an easy repair.

Draw a picture of someone who is careless--who is wearing many things that need repairs.

Draw a picture of a house that needs repairs.

Draw a picture of a car that needs repair.

On miniature town make a "run down" area. Convert some houses, yards, and cars into some that "need repairs."

Discuss repair places: shoe repair, tailor, seamstress. Either telephone for prices or use teacher estimates of price to work out cost. Teacher calls attention to prices, especially of repairs that adults ordinarily do for themselves--25¢ a button, $2 for a hem, 50¢ to iron a blouse. How much money can we save if we do all of the repairs we know how to do?

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* Badges can be made by commercial embroidery shops, commercial silk screen printers, parents, home demonstration unit clubs, or others.

MAKING A GOOD IMPRESSION

Objectives: To provide more exposure to simple maintenance and, in particular, opportunities for all pupils to do some maintenance task they may perform rarely or have not performed before.

Materials: Things to mend

Vocabulary: (Developed from questionnaire sent home)

/Class session to provide demonstration of simple repairs; the opportunity for every pupil to add a maintenance task to his repertoire./

Charts may be desirable to list pupils' names and to provide columns for the tallying of peer ratings. If charts are not used, names may be listed on blackboard, together with peer ratings.

MAKING A GOOD IMPRESSION

Objectives: To compare one's rating of oneself with ratings by others.

Material: Sample tally chart. See IV-E, p.130

Vocabulary: capable
good condition
improve
rating
recently
well groomed

This week we have talked about making a good impression by being willing to do hard work, being well groomed, and being capable. Who can tell us what we mean by "being willing to do hard work"? ( ) Who can tell us what we mean by "being well groomed"? ( ) Tuesday we gave ourselves a rating on our grooming. We decided whether we were clean, free from body odor, were wearing neat clothes and whether our hair was well groomed.

Who can tell us what we mean by "being capable"? ( ) Wednesday and Thursday we talked about keeping things in good repair--in good condition. We listed repairs that needed to be done and then we discussed what kinds of things each of us know how to repair. A person who can take care of many such repairs is a capable person. Today we will think about the students in our classroom. How willing to do hard work do you think they are? How well groomed are they? How capable do you think they are?

/Refer to chart or list of pupils on blackboard./

First we will think how willing each of us is to do work even if the work is hard. Perhaps some of us are very willing to work hard. If so, we would receive a score here/indicate/ in this column under "Very Willing Worker." Perhaps some of us have improved a lot lately in our willingness to work hard. If so, we would receive a score here /indicate/ in this column. Perhaps some of us haven't improved any and really *need* to improve. If so, we would receive a score here /indicate/ in this column.

We will begin by thinking about A_____ /first pupil listed/. How willing is A_____ to do hard work? How many of you think A_____ is *very* willing to do hard work? (/Tally/) How many of you think A_____ has improved a lot recently in willingness to do hard work? (/Tally/) How many of you think A_____ really ought to improve in willingness to do hard work? (/Tally/) /Clarify the voting procedure as may be necessary./ /Group discussion may be of value./

Next, we will think about B_____ /Second pupil listed/. How willing is B_____, etc., etc.

/Refer to next chart, or erase tallies on blackboard and change heading to "Well Groomed."/

Now we are to think about how neatly we dress and how clean we are. If some of us always start clean and always clean up after hard work, we would receive a score here /indicate/ in this column under "Always Neat and Clean." Perhaps some of us have improved a lot recently in being well groomed and clean. If so, we would receive a score here /indicate/ in this column. Perhaps some of us haven't improved any and really *need* to improve. If so, we would receive a score here /indicate/ in this column.

We will begin by thinking about A_____. How many of you think A_____ is always neat and clean? (/Tally/) How many of you think A_____ has improved a lot recently in being neat and clean? (/Tally/) How many of you think A_____ really needs to improve in being well groomed and clean? (/Tally/)

[Group discussion may be of value.]

Etc.

[Refer to next chart, or erase tallies on blackboard and change heading to "Capable."]

Now we will think about how capable we are of keeping things in good condition. If some of us can repair many things and keep them in good condition, we would receive a score here [indicate] in this column. Perhaps some of us have recently learned how to make repairs and are beginning to do these things when we are at home. If so, we would receive a score here [indicate] in this column. Perhaps some of us haven't improved any and really need to. If so, we would receive a score here [indicate] in this column.

We will begin by thinking about A_____. How many of you think A_____ can repair many things and keep them in good condition? ([Tally]) How many of you think A_____ has recently learned to make some more repairs? ([Tally]) How many of you think A_____ really ought to learn to keep things in good condition? ([Tally])

[May discuss the results.] [It may be well to emphasize the "improved" tallies as showing that others in the class notice when we "improve ."]

[Conclude with resume of day's activity.]

Optional and Supplemental Activities

Compare pupil self ratings with peer ratings. Comment upon instances of agreement.

SAMPLE

Tally Sheet for Peer Ratings
Willing Worker, Well Groomed, Capable

Names	Very Willing Worker	Improved a lot recently	Really ought to improve
	Very neat and Clean	Improved a lot recently	Really ought to improve
	Makes many repairs Keeps many things in good condition	Learned a lot recently	Really ought to begin

SCORE:

PREFACE TO WEEK V

General Topic: Requisites for successful shopping, i.e.: what articles are sold in what stores, what clothing costs, how to compare prices, how to try on clothing for fit and appearance, how to find out what size one wears, how to order from a mail order catalog.

Special preparations: Extra garments are required for the role playing sessions in lessons V-D and V-E. An explanatory note to parents will alert them to the need for extra clothes. The school lost box might contribute a few garments.

☐ A home economics teacher or volunteer from a local home demonstration unit might assist with demonstration of clothing sizes in session V-C.

☐ In lesson V-D, pupils actually trying on garments. Arrangements might be made for assistance by male teacher, home economics teacher, nurse, or others.

☐ Read through Week V lessons

☐ Notify parents of need for extra clothing, lessons V-D and V-E

☐ Schedule time

☐ Schedule assistance, as indicated above, for sessions V-C, V-D, and V-E

☐ Preplan for modifications and supplemental activities

☐ Arrange for materials and equipment

_____ set slides V-A and V-E
_____ projector
_____ screen
_____ run copies of Dittos #17 (V-B),#18-#25 (V-C), #26 (V-D)
_____ Sears or Wards catalogs
_____ tape measures
_____ chart illustrating waist & inseam measure: (V-C, p.144) (optional)
_____ long mirror (V-E)
_____ price tags (V-D)
_____ paper pins (V-D)
_____ safety pins (V-D)
_____ clothes pins (V-D)
_____ newspaper ads (V-D)
_____ screens (V-E)
_____ extra garments (V-D, V-E)

Depending upon pupil levels, in some groups pupils might be quizzed following each 4 slides. In some groups, quizzes might cover more slides.

WHERE WE GO FOR WHAT WE NEED
SEVERAL KINDS OF STORES

Objectives: To introduce categories of merchandise and types of stores, together with differences in shopper behaviors.

Materials:
Slide projector
Screen
Set slides (V-A)

Vocabulary:
appliance store
dimestore (5 and 10)
drug store
grocery
hardware
hose
merchandise
mens wear
ready-to-wear
second hand
self-service
shoe store
shopper
socks
stockings

Last week when we were discussing how to make repairs and keep things in good repair, we saw pictures of some service shops. Sometimes we could know what kinds of repairs they did by looking at what they had in their window. We could know a garage by its big doors. It's like reading a signal. The big garage doors tell us the building is probably a garage.

(1) /Slide: Shoe store/ Z_____, what can we know about this store? ( ) Yes, we can see the shoes. We know it is a shoe store. How many of you have shopped in a shoe store? ( ) Y_____, what did you see there? ( ) X_____, can you think of something besides shoes that we might buy in a shoe store? (Galoshes; sometimes pocketbooks, womens hose stockings) W_____, when we go to a shoe store to shop, what do we do when we walk inside? ( ) Maybe the first thing we do is look to see whether it is a self-service store or a store where a clerk will come to wait on us. Who has shopped for shoes in a self-service shoe store? ( ) /Can a pupil

describe what one is like?/

Try to remember or imagine yourself in a self-service shoe store. Boxes of shoes are stacked up on each side of the aisles. At the end of
(2) each row a sign tells us what size shoes are in the boxes. /Slide: Self-service shoe boxes/ We can walk along and try on the shoes and look at our feet in a mirror to see if we like the way they look. We also walk a few steps to find out if they feel comfortable or if they pinch our feet.

When we go into a regular shoe store where there are clerks to wait on us, we don't walk around and take shoes out of boxes ourselves. Let's have a little play acting here to show what we do when we walk into a regular shoe store.

/Teacher assigns two pupils to role play shopper and salesman. Class observes and agrees or disagrees with the enactment./

That was very good. If we had been playing a guessing game, I think we could have guessed what kind of store you were in by what you were doing.

(3) /Slide: Women's wear/ V_____, what do we know about this store? ( ) Yes, we see the women's clothing in the window and we know we could go there to buy dresses. Think of what else we might buy in a women's wear store? (Underclothes, shoes, shorts, blouses, handkerchiefs, scarves, coats, socks, stockings, pocketbooks, jewelry) This is called a ladies-ready-to-wear store or a women's wear store.

Let's remember or imagine what we would do if we were going into a women's wear shop to look for a present for a woman lady-girl friend/or relative of ours. Maybe we thought of buying a pretty scarf or a handkerchief. What do we do?--Let's think about shopping in a women's wear store. This time

lady
I'll call on (two pupils) to play the sales woman and the customer. If they do a very good job of acting, maybe we could guess the kind of store it is, or what the shopper is looking for.

/Group agrees or disagrees with brief enactment./

That was fine. The shopper did not try on things. She looked at things---etc.. We could tell she was not in a shoe store.

(1)(3) /Teacher repeats slides 1 and 3, each time asking: Everyone, what do
store?
we call this one? ( )/

/If slow pupils are expected to be unsuccessful without more practice, they might be encouraged to ask other pupils the questions during further
Ken, boys
repetitions of slides. As an example: "Susan, find out if the other girls
Ken/Susan
know what they sell here--you can call on anyone you want--." "Fine."
"Now ask someone else in the class what kind of store this is.." "Fine."

(4) /Slide: Men's wear/ What is this store? This is a hard one. ( ) What makes you think so? ( ) Yes, this is called a men's wear store. How many of you have been in a men's wear store? ( ) What can we buy there? (Clothes for men and boys: slacks, suits, jackets, shoes, belts,
billfolds
wallets, socks, shorts, and undershirts, bathing trunks)

(5) /Slide: Grocery store/ What is this one? It is not really as big as a supermarket. ( ) You're right. It sells groceries or food. It is a grocery store. Think of what we could buy at a grocery store. (Milk, bread, jam, candy, nuts, meat, canned food, coke, soft drinks, fruit, vegetables, milk, etc.)

(4)(5) /Teacher repeats slides 4 and 5, each time asking:/ Everyone, what do we call this store? ( )

/A quiz at this point is optional: (see p.6). Groups vary in their requirement for "size of step." Quizzes may be interpolated at any desirable point between discussion of the slides./

I'm going to call on two pupils to act out the parts of a customer and a sales clerk in either a grocery store or in a men's wear store. I will tell the actors which I want them to do, but you will have to guess in which store they are from watching what they do. /Teacher assigns the part--perhaps looking at jackets or shopping for a jacket or slacks--and may suggest shopper movements, depending upon level of pupils. Repeat, using other pupils, varying sex./

/Teacher might write "Men's wear" and "Grocery" on blackboard and tally guesses./

We could tell which store the shoppers were in by what they were doing.

(6) /Slide: Drug store/ What kind of store is this? ( ) Why do you think it is a drugstore? ( ) Yes. This is a drug store. What are some things we or our families might buy at a drug store? (Cosmetics Make-up, shampoo, soap, candy, medicine, magazines, etc.)

(7) /Slide: Sporting goods/ What kind of store is this? ( ) What gives you that idea? ( ) Yes. This is a sporting goods store. What are some things we or our families could buy there? (Hunting and fishing supplies, balls, etc.) Have you shopped in a sporting goods store? ( ) What did you shop for? ( )

(6)(7) /Teacher repeats slides 6 and 7, asking:/ Everyone, what do we call this one? ( )

/If pupils interested in the role playing and if considered of value, role playing may be continued./

(8) [Slide: Second-hand store] What kind of store is this? ( ) How do we know? ( ) This is a second-hand store. They sell things that have been used by other people. Have you ever been in a second-hand store? ( ) Things don't cost as much when they have been used--when they are second-hand. Let's think of what we or our families might want to buy second-hand. (Furniture: table and chairs, reading lamp, a toaster, a coffeepot, some dishes, an old radio) [May discuss pros and cons of second hand clothing, etc.]

(9) [Slide: Second-hand furniture] This is another second-hand store. How can you tell by what you see? ( )

(10) [Slide: Hardware] What is this store? ( ) How can we tell? ( ) It is called a hardware store. What are the store hours? ( )

(11) [Slide: Hazel cartoon][a] Here's a picture of the inside of a hardware store. By looking at the picture we know that Hazel and the boys are planning a repair job. What are they going to repair? ( ) What happened? ( ) Let's think what we or our families might want to buy at a hardware store. (Tools, door knobs and hinges, screws and nails, fire extinguishers, lawn
rakes
mowers, yard tools--tools to rake with, electric irons, electrical cords for lamps, irons, toasters, wire, string, glass, putty, paint, etc.) Many parts needed when we are repairing things can be bought at a hardware store.

[Teacher repeats slides 8, 9, 10, 11, asking, each time:] Everyone, what do we call this one? ( )

[A quiz as suggested on p. 6 is optional.]

(12) [Slide: Dimestore] What is this store? ( ) How many of us buy some-
dimestore?
thing at the 5 and 10? ( ) Let's think of things we or our families
dimestore
might want to buy at the 5 and 10. (School supplies; tablets, pencils, ball points, rubber bands, paper clips; birthday cards; jewelry, safety

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[a] Permission Saturday Evening Post, (c) 1960 The Curtis Publishing Co.

pins; sewing supplies: needles, thread, zippers, iron-on patches, buttons; supplies for hair: shampoo, hair spray, hair nets, curlers, hair pins, ribbons; things for household repairs: electric fuses, electric cords, light bulbs, etc.)

(13) /Slide: Appliance store/ What does this store sell? ( ) It is called an appliance store. What might we or our families buy in an appliance store? (TV, washing machine, dryer, cook stove, refrigerator) We call all of these machines "appliances." Since we use them in our houses, we call them household appliances. This is an appliance store.

/Teacher repeats slides 12 and 13, asking each time:/ Everyone, what do we call this one? ( )

/A quiz as suggested below is optional/

Optional and Supplemental Activities

Quiz might be a "bee" competition in which commodities named by teacher or by member of one team are identified as to appropriate place of purchase by opposing team members.

Use of a shopping list to signal to oneself not to forget things.

List 8-10 different local stores on chalkboard. Pupils copy list on paper. Erase store names and list (or put up pictures of) 25-30 items. Pupils can list items under correct heading.

Merchandise, used as spelling list, grouped as to type of store.

Pupils make poster of hardware items or womenswear items, etc., searching catalogs and newspaper ads for pictures of merchandise.

Practice learning and using clothing categories.

Field trips to local stores to observe teacher or class representatives makes purchase. In preparation, pupils would plan the shopping list, the vocabulary and mode of inquiry, and might role play the situation. Role play might include sales people who pay no attention to the shopper.

and those who are aggressive. Examples of good and poor shopper behavior could be dramatized.

Discussion of payment plans: lay-away
installment
revolving credit

BUYING CLOTHING

Objectives: To consider essential clothing and its cost. To discuss comparative prices.

Materials:
Sears Catalogs
Teacher should provide copies of clothing advertisements, additional catalogs. (Catalogs should be torn into mens' wear and women's wear sections.)
Cost of Clothes - Ditto #17

Vocabulary:
article
catalog
catalog number
complete
contest
department store
economical
estimate
experience
outer clothes
outfit
research
winner

It takes some experience before we learn how to shop for things. Yesterday we were considering different kinds of stores and the different kinds of things each sells. Some kinds of things that everyone uses all the time we can buy at either a drugstore, a supermarket, department store, or a dimestore--things like hair lotion, deodorant, candy, magazines. We could also buy a light bulb at any of these stores and even at a hardware store. We could find women's stockings in a drugstore or a dimestore and sometimes in a supermarket. Most clothing, however, we have to buy from a clothing store or a department store, or from a mail order catalog.

The clothes we wear cost quite a lot of money. Today we'll do some research and find out how much it would cost to buy a new outfit of clothes.

We have a list of outer clothes for men and women. /Distribute "Cost of Clothes" - Ditto #17. Teacher or group may read items aloud./

How much would it cost a boy to buy a complete new outfit of outer clothes? /Teacher encourages a few guesses./ We're going to look up prices in a mail order catalog. But before we begin, everyone will make an estimate of the cost. What would you guess it would cost if you bought shoes, socks, slacks or skirt, shirt or blouse, jacket or coat all at the same time?

We'll have a contest. We'll have about 10 minutes to look up prices in the catalog and make a list of them. There will be four winners. The boy whose list is closest to his estimate will win 5 privilege points for coming close to his estimate. The girl whose list is closest to her estimate will win 5 privilege points. /Teacher explains more concretely if necessary./

The other two winners are the two students (boy and girl) whose list is most economical. What does most economical mean? (Costs the least.) The boy whose list has lowest prices will win. The girl who has a list of the lowest prices will win. /Review or explain further if necessary./

First, write your name at the top. /Wait/ Write your estimate here /demonstrate/ at the bottom of your shopping list. /Distribute portions of catalogs--women's articles to girls--men's articles to boys./

Now look for a picture of the first item on your list--shoes. /Demonstrate/ When you find a pair you like /demonstrate/ you see a little number beside the picture in the catalog. /Wait/ Have you found a little number? Now, look for
print writing
that number beside some writing on the page. The print is very small and we may not be able to read much of it. But find the number--the writing will describe the shoe. It tells what it is made of. It tells what sizes we could buy. If it comes in different colors, it will tell what colors we could buy.../Can give example/ It tells how much the package would weigh if we have the company mail the shoes to us. We have to send some extra money to take care of the postage. But we aren't thinking about the postage now. Does everyone see where the price is written? /Be certain all pupils understand how to find the price./

Now this is important. Every item in the catalog has a catalog number. The catalog number is a big long number that also has letters in it. The catalog number of this /demonstrate men's/ shoe is ____________ /read/. The catalog number of this /demonstrate women's/ shoe is ____________ /read/.

On our list we must write the catalog number and the price. /Demonstrate on board--shoe 54P49399....$5.97/ We have't much time today, so we have to make choices quickly. Find your shoes. Find the catalog number. Find the price. Write the catalog number. Write the price.

Let's try it. /Oversee efforts, assist, show approval of initiative, direct students to find picture of next item and repeat procedure./

/As pupils complete list, show approval and instruct them to add the prices on the list to find the total price. Pupils who are not up to this arithmetic level, could pass their lists to pupils good in arithmetic for the addition./

/Discuss range of total costs--and, if desired, range of cost of certain items. Identify pupil winners of the "close to estimate" awards, and winners of the "economy awards."/

/Discuss pupil choices. Some pupils could be asked reasons for their choices, and good reasons mildly approved./

/Winners' privilege points are added to their privilege point savings books./

Optional and Supplemental Activities

Further discussion of "economy" in terms of serviceability.

Teacher demonstrate different types of price tags--"Marked down", "Sale", etc.

Additional arithmetic and practice in making shopping decisions of what to buy for $25, etc. Examples:

> Each pupil make a list of items necessary for school wear. (may be handed in) Catalogs can be used for spelling.
>
> List what they would buy if given $25 to spend for school clothes.
>
> If given $25 to spend for school clothes in September, would you spend it all right then?
>
> Would it be good to save some for later use? Why?

Further discussion of "economy"

- (a) Commodity weight in relation to price; i.e., packaged meats, detergents.
- (b) Commodity size in relation to price; i.e., salad dressing, deodorants.
- (c) Reputable manufacturer and good quality vs. the unknown and the poor quality; i.e., canned beans or okra (stringy and tough).

Resources

Useful Arithmetic. R.J.Bohn & J.D.Wool, Phoenix, NY: Frank E. Richards, Publisher.

Buying Household Goods	Comparing Prices
Buying Clothes for School	Checking Sales Slips

Teacher may wish to structure the measuring, possibly inviting in a volunteer (friend, parent, or home economic student) to demonstrate and assist.

MY SIZE

Objectives: To familiarize pupils with sizes of items of clothing

Materials
Tape measure
Size charts - Dittos #18, 19, 20, 21, 22
The Size I Wear - Ditto #23 and #24
Catalog Order Form - Ditto #25
Mens Wear portions of catalog
Womens Wear portions of catalog

Vocabulary:
bust size
check
crotch
cuff
express
hip
inseam measurement
large
length size
medium
money order
necksize
pair
parcel post
shoe size
short
small
tall
waist size

Yesterday we had practice in looking for articles of clothing in a mail order catalog. We looked for the items. We listed the catalog numbers and we listed the prices. We added up the list of prices. We didn't write down the size we would need to order.

We have to know what size we wear if we are going to order clothes from a catalog. When we go into a store to buy, we can try some things on to see if they fit. But, even then, it is a good idea to know our sizes in clothes. Today, first, we will make sure that everyone knows his size, then we will practice writing an order for the clothes we listed yesterday.

/Pass out The Sizes I Wear sheets to pupils./ On these sheets write in the size you wear in each of these articles. There are shoes, socks, shirt or blouse, slacks or skirt, undershirt, etc.. Beginning with shoe size, who knows what size he wears? /Teacher or pupil demonstrates finding shoe size inside shoe. Discuss decoding length and width. If size marks have worn off, draw foot and measure it. Convert by catalog size chart. Pupils write shoe size on specification sheet./

Next list size of your socks or stockings. /Some may use stretch socks./

Now what size blouse or shirt or dress do you wear?

/Now or later demonstrate use of tape measure for measurement of bust, chest, or neck, Discuss sizes for women and for men.
" " " dress shirts, i.e. 12½, 13, etc. plus sleeve length
" " " sport and undershirts - 30, 32, etc.
" " " small, medium, large, extra large
" " " women--the fuller, shorter half sizes/

The size of slacks and skirts is usually the number of inches we measure around our waist. How many of us know what our waist size is? /Teacher tallies. This record might be compared with the number of pupils who, during the measurement phase, prove actually to know their sizes./

/Now or later teacher can show pupils how to use tape measure to measure waistline./

Clothes come in different lengths because some of us are tall; others may be medium height or short. Tall girls buy long stockings. Short girls buy stockings marked "short." Slacks and jeans come in different lengths. How many of us know whether we wear short, medium or long? (/Teacher tallies/) Sometimes trousers and jeans aren't marked short, medium or long, but we read the waist measure and length by looking at two numbers. A men's and boy's slacks often have two measurement sizes written on them. /Teacher writes on blackboard./* 22-15, 22-21, 24-21, 28-26. Who can tell us what these numbers mean? ( ) The first number tells us the inches around the waist. The second number tells us the inches from crotch to cuff on the inside seam. [Demonstrate]

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* Or has chart prepared with drawing of inseam measurement.

How many boys [illegible] their length size? ( )

[Now or later demonstrate measurement and size. Pupils are helped with own measurements to fill in sizes and personal size sheets.]

Now that we have a complete list of our sizes we can fill out an order blank just the way we would if we were ordering from Montgomery Ward or Sears. We will use the catalog to look up each of these items. [Distribute catalog portions and order blank ditto #25]

These are the order blanks or order forms. First, on the form we write today's date. [Demonstrate] Then we fill in our first name, our middle initial and last name. [Demonstrate] Then we write our street address. [May explain rural route, etc.] The next line says "Post Office." That is the name of our city. Write our city, then our state, and then our zip code number. [Demonstrate]

The next lines we only use if we want the store to send the items to a different address. [Read the instructions.] Can you think of a reason why we might order something to be shipped to a different address? ( )

Down here [demonstrate] is where we write the order. First, we write the name of the item. Our first item is shoes. Write "Shoes." [Wait] Next, we write the catalog number. Look up the shoes you like, find the catalog number, and write it here. [Wait] Next, write how many. Write the number 1, and write "pair." [Teacher writes on blackboard.] Next is a place to write the color. Decide on the color you want, and write it here. [Wait] Next is a place to write your size. Write your shoe size--the length and width. /Wait/ Next is a place to write the price for each item. Look at the price in the catalog and write it on the order form. You don't have to write anything over here /demonstrate/ unless you are ordering more than one pair at a time. This place is to write in how much the package weighs.

/Optional is discussion of weight and tax./

If we planned to mail this order, we would look at the catalog to find out how much each item weighs, and would write the pounds and ounces in these two columns. /Indicate/ We would figure up the sales tax and add it to the total price. In the catalog we would find a little chart that would tell us how much to add for parcel post or express delivery. We would add the total for our order, add the tax and the postage and write in the total cash price.

Then we would have to find a way to send some money with ~~our order~~. How could we do that? ( ) If we had a checking account at a bank, we could write a check. If not, we could go to a post office and ask a postal clerk to make out a money order. We would pay the postal clerk and he would give us a money order that would be safe to mail. Sometimes we can buy a money order in a drugstore. Why is it not safe to mail dollar bills or coins? ( )

Let us list on the board what we have had to do to get ready to order by mail. ( )

Today we made a list of some clothing sizes we wear. We practiced using a mail order catalog to order a new outfit of clothing, etc.. Tomorrow we will talk about other kinds of things that people need to buy.

Optional and Supplemental Activities

More practice use of catalog

Explanation of lbs. and oz.

Addition of pounds and ounces.

Use of telephone to get information for "catalog order." A person who cannot add pounds and ounces, and compute tax could telephone "catalog sales" for assistance. They would tell him what to write.

Discuss where size markings may be found: neck of shirt or dress, waist of shorts.

Resources

Arithmetic We Need. T.J.Mooney. Phoenix, NY: Frank E. Richards, Publisher. Learning to measure, etc.

The sequence of today's activities is optional. Clothing may be folded and hung up in today's session, or this may be done in session V-E.

ESSENTIALS

Objectives: Preliminary to tomorrow's session in which selection of a garment is to be made in terms of size, price, suitability, to focus closely on size and price. To discuss "essential" items.

Materials: Pupils bring 2 skirts and 2 blouses, or 2 dresses or 2 slacks and shirts

- Price tags
- Paper pins
- Safety pins
- "Things I Need" - Ditto #26
- Tags for size and price
- Newspaper advertisements
- Catalogs
- Clothes pins
- Clip type hangers, if possible
- Hangers

Vocabulary:

- article
- garment
- items
- measurements
- necessary
- neckband
- odds and ends
- safety pin
- style
- type

This week we have been discussing how we buy clothes. We practiced using
filling
a mail order catalog and making out our order. We have made a list of our
leave
measurements. We are working at this seriously because when you finish school, or even before you leave school, many of you will get part time jobs and will begin to buy more things for yourselves from the salary you will earn. You will begin to think about living on your own.

Today, perhaps the first thing to do is to get the clothing ready for the practice shopping session that we plan for tomorrow. Some of you brought us clothing that we will use. We will practice hanging up the dresses and blouses and skirts, and folding the boys' shirts and slacks the way we would see them hung or folded in a store.

Before we do that, we have to make tags to put on the garments. You will need one tag for each garment you brought. [Distribute] On every tag we will write three things. First, on each tag write the initials of your first name and last name. That will identify the owners of each article. /Wait/ Next, we will print the size of each garment. /Pupils may refer to "Sizes I Wear" sheets./ /Wait/ /Clothing pupils have outgrown or which may belong to others in the family will have to be measured. This task could be postponed until someone is available who can convert measurements to sizes, using the size conversion charts./

Next, we will print the price of each garment. We will have to make up some prices. In a store they have to charge real prices--not "made up" prices--because they have to buy everything from the people who make the articles and they have to charge more than they pay for them. They have to make a profit. Today /Write on blackboard $1.95, $2.95, $3.95, $4.95/ you decide which of these prices to write on your price tag. You may use a different price on each garment. /Wait/

When the tags are made, put one on each garment. You can use a small safety pin /demonstrate/ to pin the tag to the garment. But first, let's agree where to put the tag. Any suggestions? (On a man's shirt and on a woman's blouse, hang the tag on the top button, or pin the tag close to the neck band. On men's slacks or jeans and on women's skirts, pin the tag near the waist.) /Wait/

/Class may then hang blouses and skirts, teacher demonstrating use of straight pins
small safety pins or clothes pins to fasten skirts to hanger,* and practice folding blouses and mens shirts. Pile folded clothes in stacks according

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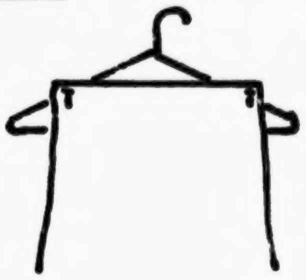
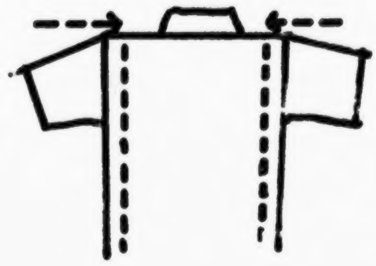
*





to size./

Now that we are ready for tomorrow's session on shopping, we will talk for awhile about what we must have besides the clothes we will "shop for" tomorrow.

Each one of us has many belongings. We own things, such as our clothing and our eyeglasses that we couldn't get along without. We probably own some things such as a transistor radio or a book, or a box of odds and ends that we could get along without.

What are some of the most important things we have? Things we could not get along without? /Encourage recall by writing pupils' suggestions on board. Teacher may make suggestions and hint; generally foster consideration of necessary clothing and toilet articles. Pupils may recall what they use every day./

This is a sheet /demonstrate Ditto #26/ named "Things I need." Everyone will have a copy. /Distribute/ There is a little picture of many of these items. Let's look at the items for a few minutes. /Discuss/

You will see a little line beside every item, on the left side of the picture. Do you know what that line is for? ( ) /Demonstrate example/ The first item is a bottle of shampoo. How many bottles of shampoo is it necessary to have? Write the number "1" on the little line. /Wait/ What is the next item? ( ) How many do we need? ( ) Write the number on the little line. /Wait/

Now you know what to do. Look at each item on each page and try to think how many a person would need. Fill in the number on the little line. /Wait. Answer questions, etc./ When you get to the end of the page, maybe you can think of some other things that are necessary. If so, you can make another page. Think of the necessary things. Write out the word for it. Then draw a picture of it. Or, if you can find a picture of it, maybe you could cut it out and paste it on. Leave space on the page for writing in a price.

Now that we have looked at every item, who can tell us what we mean when we say that something is "necessary?" (It means we need it.) Did you find anything on the list that men or women don't need? [Discuss if any responses] I think everything on the list is important. We should clean up after we have finished dirty work. We have to fix our hair, clean our fingernails and keep them trimmed. We need everything on this list.

Did anyone think of something else that is necessary? [Discuss. See if pupils can make a definition by which to separate necessary and unnecessary.]

There are many things we would like to have. People don't have enough money if they start buying just because they would like to have an item. It is a good plan to ask ourselves "Do I really need it?" If we need it, then we can look for a style that we like. We need all the things on our list. We can look in the mail order catalogs or in store advertisements in the paper for a style or a type we like. Then we can write down the price here on this line on the right hand side of the page.

If you find one or two styles or kinds you like in these newspaper ads, [indicate] you can cut them out and paste them on a page. You could make a book of necessary things that would show the particular kinds or styles that you like--and the prices.

[Pupils are assisted to begin. Teacher oversees.]

Optional and Supplemental Activities

Practice listing $3.95, $2.98, $1.49, $3.49, $1.79, $1.95, $2.95 from low to high.

Which is more expensive, $4.98 or $4.89? $5.49 or $5.98, etc.?

Arithmetic problems:

a. If you bought a shirt that cost $2.98, how much change could you get from a $5 bill?
b. You need two shirts for school, each will cost you $1.98. How much change will you get from a $5 bill?

Pupils bring price markers and atickers to school to make into a display.

Quiz: How many essential items can be recalled? In a multiple choice test, how consistently will they choose the essential from a cluster of items?

Rapid reading size and price tags.

The garment hanging, folding, and stacking may have been completed yesterday.

TRYING ON AND DECIDING

Objectives: To give practice in examining size and price tags, choosing something to try on, deciding if it meets criteria of size, price, fit, appearance.

Materials:
Extra clothes
Hangers
Mirror
Screens to make "fitting rooms" or arrangement for other rooms.
Slide projector
Screen
Set slides (V-E)

Vocabulary:
dressy
everyday wear
fitting room
shop vs. buy
wardrobe
merchandise
shopping list

/Omit if completed day before/

Today we will hang up and fold our clothes so everything will be ready for the practice shopping. /Hang up blouses, skirts; fold men's shirts and slacks, and place in piles on table or desk./

Before we shop today, we should ask ourselves what it is that we need. We might make a list. Is there any girl in the class who really feels she needs a blouse or a skirt? ( ) Is there any boy in the class who really feels he needs a shirt or a pair of slacks? ( ) /If so, they might be first role players./ We are asking for someone who feels she or he really needs a blouse or a shirt or a skirt or slacks because yesterday we were saying we should not spend our money on something we don't need. /Wait/ Of course, if no one really needs them, we can go to the store and look at the merchandise. We can try things on to see how they look. We can look at the prices to see whether we think the prices are too high or not. But, if we don't need the item, we don't have to buy an item. If we need an item and it is not the right price or style, we can shop, but we don't have to buy.

What kind of a store shall we call our store? (Department store has both men's and women's clothes.) It could be like a Penney's or __________.

/Desks are shifted to provide space for the "store." At first a pair of pupils shop while others watch the procedure. Teacher plays the sales clerk role and also coaches the players. Then, another pair shops--this time a pupil may play the part of the sales clerk or the teacher may continue with this role. Then, the rest of the pupils shop, and one or two of the first shoppers may play the part of the sales clerk./

The first thing we ought to do when we shop is to ask ourself what it is we need. Do we want to buy or look for something special? /May mention value
(A blouse)
of shopping list. (A pair of slacks) All right. There are different kinds of
blouses
slacks -- do we want something dressy? ( )--Something more for work? ( )--
Something for everyday wear? ( ) Some of you may want to look at dressy clothes; some of you may want some other kind. Have you made up your mind? Do you know what you want to shop for? ( )

All right. The next thing is to ask yourself what is the right price--how cheap you want the clothes to be. How much money you can afford to pay. Of course, today we are only practicing and we don't need money. Let's decide we will pay between $3 and $4.

When we find something about the right price, we have to check the size. Is it the right size?

Then, we might try it on to see how it looks. How do we want things to
a blouse
look? ( ) We want our clothes to look nice on us. When we find some slacks
it
we like in the right size, we go to a fitting room and try them on. We will look in the mirror to see if the color looks nice and if the shape looks right.

We ask ourselves if it goes with other clothes we have in our wardrobe.

Before we do our shopping today, we have a few pictures to look at.

(1) /Slide: Boy in large slacks/ He is looking in a mirror to see if these slacks are the right size. What would he decide? (Too big) Good. /Teacher can give what further clarifications may be needed./

(2) /Slide: Girl in long blue skirt/ This girl is looking in a mirror to see if her skirt is the right size. What would she decide? (Too long)

(3) /Slide: Boy in jeans and suit coat/ He is looking in a mirror to see if his clothes look nice enough to wear to work. What would he decide? (The wrinkled jeans might be o.k. for work but don't look good on way to work. The coat is poor combination.) Right. /Teacher can give further clarification./ It might be all right to dress like this to work around the house, but other people wouldn't think he looks very nice so he shouldn't dress like this away from home.

(2) /Repeat slide #2/ Here is the girl again. She wonders if her clothes look nice. What do you think? (   ) What about her hair? (   ) What about her shoes and socks? (   ) What would people think if she went to a lunch counter or drive-in dressed like this?

(4) /Slide: Boy in neat slacks/ Well, how about this? How do his clothes fit? And how do they look? (Looks pretty good; better with a belt.) What would people think if he dressed like this to eat at a restaurant or to ride to work? (Looks O.K.)

(5) /Slide: Girl in beige dress/ How about this? How does it fit? And how does it look? (Looks good) What would people think if she
drug store?
dressed like this and went to a soda fountain? (O.K.) To a party? (O.K.)
Fine.

(6) /Slide: Girl in pink/ How about this? How does it fit? And how does it look? ( ) Which is dressier, this one or the one just before? ( ) How about her shoes? ( )

That was practice in thinking about whether clothes fit and how they look.

/Try role playing without specific instructions to customer; sales clerk stands back until customer looks at something, then approaches and speaks. Does pupil give an expected response? If necessary, teacher will coach: What do we do when we go inside a store? (Look for what we want, or ask a clerk.) Suppose the clerk sees you enter and he she comes over to you. He She probably would say, "May I help you?"--If you are shopping for something, you might say, "I am looking for some slacks a blouse."/

/Teacher comments favorably on the appropriate role playing, then calls for another customer. Does the customer look at the size? Look at the price? Respond acceptably to sales clerk?

Sales clerk asks, "Would you like to try them on?"/

/Teacher may assign a pupil or two to try on garments in "the fitting room."/

A shopper has gone to the fitting room to try on a blouse and look at herself in the mirror. What are the things she should decide? She should ask herself, "Do I need it?" "Does it fit?" "Does it look good on me?" "Is it the price I want to pay?" "Does it go with clothes I have at home?"

/The role playing is brought out before the group./ Here is ________ trying on a new blouse. What should she ask herself? ( ) Do you need it, _____, or are you just shopping? ( ) Fine. What is the next question she should ask herself? (Does it fit?) Fine. Does it fit her? ( ) /Get pupils to note fit and length and general shape./ What is the next question? (Does it look good?) Yes. How does it look on her? /Discussion. Attempt to help class note what part of a garment looks good, or what part looks poor. Use the opportunity to demonstrate that some styles look well on some people and not on others. May have pupil try on several blouses and ask class or point out what is good or bad about the garment. With each trial, teacher asks class, "Does it really fit?" "Does it really look good?"/ What is the other question she should ask? (Is it the price I want to pay?) Is it the right price? /May have to remind them "the right price was to be between $3 - $4."/

/Other pupils may role play. Can these questions "Need it?" "Price right?" "Fit?" "Look good?" become automatic?/

This week we have been discussing what we must know and what we must do when we shop. We can use a mail order catalog to shop for things we need. We can visit a store to shop. This week we practiced using a mail order catalog to place an order. Next week we will see pictures of a Sears retail store and will plan to visit one.

/Optional: Before we finish our session on shopping today, we can look through catalogs and ads to find pictures and prices for our "need" list. Remember, we are looking for pictures of the items on our list of necessary things. When we find a kind we especially like, we write the price./

Optional and Supplemental Activities

Measuring and pinning to shorten hem or trouser length

Make shopping lists

Discuss "practical" - washable-nylon
dacron
cotton

- cleanable - acetate
wool

Sort swatches into washable vs. cleanable

PREFACE TO WEEK VI

General Topic: The structure of a department store such as a Sears or a Wards store: the outside view, as the consumer sees it, and the inside view, as the employee sees it.

☐ Read through Week VI lessons

☐ Arrange for materials and equipment:

____ set slides VI-A, VI-B
____ projector
____ screen
____ merchandise cards VI-A[1]

Special preparation: A field trip is scheduled for Lesson VI-C. In preparation, school field trip procedures should be followed. The following is a suggested partial list:

____ Notify and have approval of school administration
____ " " " " " store manager
____ " " " " " parents
____ Arrange transportation
____ Arrange volunteer assistance
____ Discuss plans with assistants. (See VI-B, p.169, VI-C)
____ Preplan for modifications & supplemental activites.

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[1] Merchandise cards can be made by cutting illustrations from newspaper ads and catalogs and pasting the picture of a single item on a 4x6 or 5x7 piece of card stock. A list of suggested items may be found on page 303, Appendix A.

A DEPARTMENT STORE

Objectives: In preparation for visit to Sears store, preliminary familiarization with some departments.

Materials: Slide projector
Screen
Set slides VI-A
Merchandise cards

Vocabulary: appliances
curlers
customer entrance
department
dress shields
fitting room
kitchen ware
lingerie
mattress cover
merchandise
notions
number holder
order desk

Wednesday of this week we plan to visit a department store. When we looked at pictures of stores awhile back, we didn't look at a picture of a department store. A_____, what is a department store? (   )

B_____, can you think of the names of some department stores? /Teacher may list/ Has everyone been in a department store? (   ) C_____, what can you tell us about a department store? /Discuss/ Yes, _____, _____, _____ are department stores. Some are very big stores. Some department stores are not very big. /Give example if known to pupils/ All department stores sell many kinds of articles. They sell men's wear in the men's department. They sell women's wear in the women's department. Where do they sell childrens' clothing? (   ) Right, in the childrens' department. Where do they sell hardware? (   ) Yes, in the hardware department. What about sporting goods? (   ) Yes, the sporting goods department. They also sell washing machines, stoves, dryers, and large things like that. Who can tell us what department they are in? (   ) Stoves and washers and dryers are appliances. Where would they sell appliances, everybody! (Appliance Department) A department store is a big building that has a lot of departments in it. Each department sells a certain kind of article. Let's see how many departments we could think of. /List on board/*

There are two departments that have unusual names. /Write/ Lingerie. Who can tell us what we would find in the lingerie department? ( ) The lingerie department sells women's hosiery, underclothes, and nightwear--that is, pajamas, robes, nightgowns. The other department with an unusual name is Notions. /Write/ Can anyone tell us something we would find in notions? ( ) That's where we find sewing supplies. They have scissors, zippers, buttons, needles, patches, dress shields, and lots of other things. What is the name of the department where we would find a pair of women's stockings, everyone! ( ) What is the name of the department where we would buy a package of needles? ( ) What is the name of the department where we would find
women's pajamas?
brassieres? ( ) What is the name of the department where we would find iron-on patches? ( ) /Ask other questions as necessary./

Since a department store sells many different kinds of things, it is a good place to go shopping when we need several different kinds of things. Families may need things every week. They might need diapers or a baby bottle for a baby. Their school aged boy might need a sweater. Their school-aged girl might need a dress. Mother might need a pair of sheets or a mattress cover. Dad might need a paint brush and a can of paint. They could make a list of what they need and decide to get it all at one store. /May discuss things their families shop for.

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* Possibilities: Paint, floor coverings, auto supplies, farm supplies, furniture, etc.

Wednesday of this week we will visit the Sears store at ____________. We have some pictures of a Sears store. There are Sears stores in just about every city and the pictures we will see were not taken in the store we will visit. It will look a little different. But it will have the same departments.

(1) /Slide: Store hours/ What is this and what does it tell us? ( ) Where do we see this? (On a customer entrance--a door that customers use.)

(2) /Slide: Paint/ What do we see in this picture? ( ) What department is it? ( )

(3) /Slide: Rugs/ What do we see in this picture? ( ) What department is it? Rugs (Floor coverings)

(4) /Slide: Notions/ What do we see in this picture? ( ) What department is it? (Notions)

(5) /Slide: Men's Wear/ What do we see in this picture? ( ) What department is it? ( )

(6) /Slide: Dresses/ What do we see in this picture? ( ) What department is it? ( )

(7) /Slide: Fitting room/ These curtains are in the women's wear depart-
(8) ment. Here are some in the lingerie department. /Slide: Lingerie Fitting room/ Who knows what is behind those curtains? (Fitting rooms--a room with a mirror where we can try on clothes to see if they fit.) When we visit Sears we'll look to see if we find the fitting rooms. Do they have fitting rooms in the men's wear department? ( )

(9) /Slide: Pots and pans/ What do we see in this picture? ( ) At Sears I think this is called kitchen wares or housewares.

(10) /Slide: Catalog Sales/ What does this tell us? ( )

(11) /Slide: Catalog counter/ Who can tell us what this might be? ( ) Sears and Wards stores have a counter where customers can look through the latest catalog. If they want to order something, the clerk fills out the order book. All the customer has to do is look in the catalog to find the picture of what he wants; be sure the price is what he can afford to pay; and tell the clerk his size and what color he wants. The clerk will add up the prices on the order and tell the customer how much it totals. The customer can pay for the articles and ask to have them delivered to his home. Or, he can have them delivered to the catalog department. It takes one or two days before the things we order from the catalog are delivered. We can go to the catalog department a few days later to pick up what we ordered, or they can be delivered to where we live.

In this picture of the catalog department we are looking at the order desk. A counter where we place an order is called an order desk. C_____, can you tell us what this /point to number holder/ is for? ( ) It is a number holder. We can see the number four. If we were walking up to the order desk, we would lift that card off the hook. The next person who came would take the number 5 off the hook. _____, suppose there were several people at the desk waiting for the order clerk to take their orders, and suppose you noticed that a boy was waiting and didn't take a number. Would it be helpful to let him know about the numbers? ( ) Let's try to imagine how it would be? /Teacher describes scene./ D_____, what might you do or say to call the numbers to his attention? ( ) Have you ever seen a number holder in a store?. (/In what stores?/)

We have a quiz contest scheduled next. /Teacher arranges two teams./

I have some pictures of merchandise. Merchandise is a word for any article that is sold by someone. I will hold up a picture. [Merchandise card] You will take turns answering. You will tell us what it is and what department might have it for sale. If a member of one team can't say what department would sell it, a member of the other team has a chance to answer it. If he doesn't know, then the next member of the first team has a chance, and so on. For every right answer, I will make a tally. [A tally for name of object and a second tally for the department.] The team members who earn the most tallies will each win 5 extra points.

[Contest]

[Teacher totals tallies and announces winners.]

[The following may be used as part of tomorrow's lesson:]

We have one more thing to do today to prepare for our Wednesday trip. We will have a shopping list. We will not plan to buy things, but we will look for five things. When we find them, we will look for a style or a kind that we like and will write the price on our shopping list.

We will take a few minutes to decide on the five items to shop for. [Teacher writes them on board and pupils each copy them into a notebook or onto a piece of paper.]

Optional and Supplemental Activities

Variations on merchandise card quiz:

a. Several merchandise cards distributed to each pupil, teacher calls out a department, pupils either as individuals or as members of team hold up example of an item sold in that department. Teacher corrects errors so pupils learn from right and wrong responses.

b. Or, team against team: First team member holds up an item card. Member of next team tries to hold up item in same category. If he makes a mistake, anyone on the first team should say "Wrong; it's in the _______ department." They then win a point. Etc.

c. Teacher distributes a group of cards to subjects to be sorted in department categories.

   Not using cards, teacher names an article; pupils take turns naming department or type store.

d. Pupils are provided a sheet on which departments are listed. As teacher displays a merchandise card, pupil makes a tally mark opposite the correct department. Suggested departments: appliances, drugs, furniture, hardware, kitchenwares, housewares, lingerie, men's wear, music, notions, shoes, sporting goods, camping, women's wear.

PEOPLE WHO WORK IN A DEPARTMENT STORE

Objectives: To discuss the "other side" to a department store. Describe the employee settings and several jobs.

Materials:
Slide projector
Screen
Set slides VI-B

Vocabulary:
applicant
application
cart
checker
customer
docked
dock worker
dolly
employees
job opening
manager
merchandise
maintenance
packing list
payroll
personnel
point of view
receiving clerk
receiving dock
stock
store room
supply
time card
time clock

Yesterday we looked at pictures of several departments in a Sears store. /Review if desired/ We were discussing the store from a customer's point of view. The customer goes there to look for merchandise.

But there are a lot of people in the store who are not customers. They are the people who work there. They are the employees. The employees go there to get the merchandise ready for sale.

(1) /Slide: Receiving dock/ Merchandise is delivered to the store to the
receiving dock. This is a picture of a receiving dock. It is built so
that a truck can back up to it. The driver and the dock workers unload the
(2) truck. Who wants to tell us what happens next? ( ) /Slide: Checking/
Receiving clerks open the cartons. The company that packed and shipped the
items put a list of what is in the carton inside the carton. The receiving
clerk looks at what is on the list. She or he looks to make sure that every-
thing on the list is in the carton. The receiving clerk, or checker, has

to know how to open boxes of different kinds. He or she must be able to read the packing lists. If she opens a box that does not have a packing list inside, she must write out a list.

(3) /Slide: Pricing/ The checker also puts price tags on the merchandise.

When the merchandise is unpacked, what would they do with it? (/Can they imagine?/) They don't take it to the sales departments. There isn't room there to pile up a big supply of merchandise. Every store has a big store room or supply room. Most of the merchandise is kept there on shelves

(4) until they need some of it in the departments. /Slide: Store room/ This is a store room. Everyone, what is stored here? (Merchandise)

Let's imagine how the merchandise gets from the store room to the departments. The sales clerks in the kitchen ware department have sold several pans and sets of dishes. The manager thinks they need more stock. What would he do? ( ) He uses the house telephone to order a supply from the store room.

This is a stock man in the store room. He is filling the order. He knows where all the different merchandise is stored. He reads a list and finds the items. He loads them on a cart dolly and delivers them to the department.

(5) /Slide: Personnel office/ What is this? ( ) What is a personnel office? ( ) Personnel is another word for "people." It sounds peculiar to call it a people office, but that's what "personnel" means. This office hires the people who work for the store. A better name would be "the worker hiring office!" People come here to fill out applications for jobs. Before the personnel manager hires someone, the manager wants

to know whether the applicant would be able to do a good job. They ask questions to find out what kinds of work the applicant might be able to do. They do not always have a job opening. They might tell the applicant that there are no job openings, but they will get in touch with him or her later when they need a new worker.

/Has anyone in the class been inside a personnel office? What was it like? Describe what happened./

Do you remember we saw a picture of a customer's entrance that had the store hours written on it? Who remembers what time the store is open for shoppers? ( ) Yes. They unlock the door at 9:30 in the morning and let customers come in.

The day-time store employees come to work at 9 a.m. They get things ready for the customers. They must be working in their departments by
(6) 9:30. They enter through a different door. /Slide: Employee entrance/
(7) /Slide: Coats/ What can you tell about this? ( ) Then, they must
(8) have the time clock /Slide: Time clock/ stamp what time they arrived on a time card. If they are late more than once or twice, they get less salary. If an employee does not get to work on time, he is "docked." That means the payroll department takes money out of his paycheck.

(9) Before the store opens for customers, the /Slide: Money/ sales clerks get sacks of money from the office. They have to put money in their cash registers.

At night when the store closes, they have to count the money in their registers and add up all their sales tickets to find out if they made any mistakes. Then they put the money in the sack and take it to the office.
(10) The employees in the office put all the money away in a big safe /Slide:

Safe/ before they leave the store. Have you noticed the safe in the supermarkets? (/Discuss reason for safes./)

A sales clerk in a department store also covers up merchandise with a cloth cover to keep it clean--so it won't get dusty.

After the other employees have left the store, at about midnight the
(11) clean up crew begins to clean the store. /Slide: Cleaning/ They use mops, vacuum cleaners, or wash the carpets and floors. They wash windows and polish mirrors. They clean the toilets. The maintenance workers
(12) /Slide: Repair/ repair things.

The daytime personnel work from 9 a.m. to 6 p.m. The night personnel work from midnight to 8 a.m. There are two shifts of workers.

There is a guard who stays all night in the store. He walks around to make sure that no one breaks in to steal things.

/Plans are made for the field trip:

What to look for: departments, catalog order desk, types of employee

Filling in information on shopping list

Separation into what groups

Responsible field trip behavior

Possible use of privilege points for "treat" at luncheonette

Meeting place

Group leaders

Time of return

Behavior on return

Use of toilets /

/Discuss expected high school visitor behavior as different from younger person behavior; i.e., what might a 3rd grader do on a visit to a department store that gives the impression he is a kid. What behavior gives the impression a person is a very important visitor--a VIV instead of a KID.

Pupils might list specific behaviors in relation to places; i.e., waiting for group to gather at the entrance.

	VIV Behavior	KID Behavior
Waiting	Standing together in group	Loud talk or laughing Pushing people Jumping or moving body & arms wildly
Inside	Following guide quietly Looking at things guide talks about	Wandering off Loud talk & laughter Picking up things Not listening
Toilet	Using toilet & wash basin quietly Returning to meeting place promptly	Pushing, laughing, splashing water Rough talk
Luncheonette	Looking to see what to order Waiting turn to give order Paying quietly or waiting in quiet group while teacher pays for treat	Loud laughing & talking Racing for a seat Not looking at menu but loudly asking what they serve Everyone ordering at once Jumping, wiggling while waiting

Optional and Supplemental Activities

Practice writing items in good handwriting for a "receiving list"
2 boxes combs HB429
4 cartons brushes, etc.

Practice spelling items on the "essentials" list - Ditto #26

Quiz on kinds of employees and what they do

FIELD TRIP VISIT TO LARGE DEPARTMENT STORE

Objectives: To have pupils understand the key functions of a store--who does what behind the scenes--as well as how to be a shopper.

The volunteer adults who help with the transportation and the tour should know the plan and the pupil assignments. Plan for use of public toilets. If there is a snack bar, pupils might be "treated" in exchange for privilege points--teacher working out an exchange system by which a maximum of 25 points could be exchanged for (__?__).

Remember lists of items to "shop for." (VI-A, p.164)

FIELD TRIP REVIEW

Objectives: To combine pupil impressions from field trip; to reinforce interest in vocational roles and growing comprehension of structure of a store.

/Teacher lists points to cover in review of the trip and pupil impressions. Peer evaluation of success in creating impression of being VIV instead of KID.

May review via discussion and/or written or oral quizzes.

Discuss "things I didn't know before."

Compare prices pupils jotted down on their shopping lists. Find the most economical list and the most expensive.

Might re-use slide set VI-B for review of items stocked by various departments.

Review payment plans. Discourage use of credit.

SHOPPING FOLLOW-UP

Objectives: To allow time for review in diversified ways of consumer and employee roles in shopping.

/Teacher may plan most desirable activities for purpose of review: seatwork, role playing, review of slides, discussion.

Good shopper techniques vs. poor ones. How to respond to varied sales approaches./

Optional and Supplemental Activities

List, with their prices, items needed to begin school in fall. Calculate their cost.

PREFACE TO WEEK VII

General Topic: Information useful in living on one's own: various types of living facilities; use of bus transportation; sources of job information; expenses.

☐ Read through Week VII lessons

☐ Preplan for modifications and supplemental activities

☐ Arrange for visitor from state employment office (optional) (VII-B)

☐ Arrange for trips (optional) (VII-A, VII-B, VII-D)

☐ Arrange for materials and equipment:

- _____ set slides VIIA - VIIE
- _____ projector
- _____ screen
- _____ receipt book (optional) VIIA, p.178
- _____ newspaper want ad section VIIC

LIVING ON OUR OWN - PLACES TO LIVE

Objectives: To discuss different types of places to live.

Materials:
Slide projector
Screen
Set slides (VII-A)

Vocabulary:
acquainted
advance
afford
apartment
boarding house
cafe
continue
couch
foldaway bed
hideabed
kitchenette
landlady
landlord
meals
Murphy bed
pay in advance
receipt
rent
restaurant
room and board
rooming house
salary
sleeping rooms
supper

For several weeks we have been talking about, and practicing, many things that adults need to know. We discussed how to read signals of different kinds, how to make a good impression, how to shop for what we need. Next week we will talk about jobs and money.

Do you remember the picture story we saw two or three weeks ago about the man named Fred who took a bus trip to a city? ( ) This week we plan to continue Fred's story. Who can remember something about
III-E(1) Fred? /Slide: Bus depot/ You remember Fred bought a bus ticket,
III-E(2) /Slide: Ticket counter/ had lunch in a cafeteria, waited for the bus
III-E(9) until 1:30, /Slide: Boarding bus/ then got on the bus and rode for
150 miles to a larger city, where he hoped to get a job so he could earn his own living.

Fred didn't know anyone in Kansas City. There wasn't anyone to go to the bus to meet him. He had to find a place where he could

afford to live. He knew that he could not get much salary on his next job
because he had only worked for a year. He wanted to find a boarding house--
a place to live where he could rent a room. In a boarding house the land-
supper
lady would cook breakfast and dinner for him. He would not have to eat
supper cafe
breakfast and dinner at a restaurant.

What different kinds of places do you know where people can live?
/Discuss. List responses on board./ When we don't live with our families
(4) or relatives there are several kinds of places to live. /Slide: House/
We could buy a house or rent a house if we could afford it--if we had a
good job and a good salary, and plenty of time to work around the house to
(5) keep things cleaned up and in good repair. /Slide: Apartment/ We could
rent an apartment. In an apartment there is a place to keep food and cook.
There would be a place to sleep and a bathroom. If we had a good job and
a good salary, we could rent a big apartment, with several rooms. If we
had a steady job and a good salary, we could rent a little apartment where
(6) everything is in one room. /Slide: Furnished apartment for rent/ A one
room apartment is sometimes called a kitchenette apartment. Everyone knows
(7) what a kitchen is--what is a kitchenette? ( ) /Slide: Kitchenette/
A kitchenette is a very small place for cocking. In a one-room apartment
there would be a little cooking place in one part of the room. Has anyone
ever visited a one-room apartment? ( ) In a one room apartment with a
little kitchen, since a bed takes up so much room, where would they put the
(8) bed? ( ) /Slide: Foldaway/ in-a-door bed/ Murphy bed/ Sometimes the
bed folds up. It has wheels on it. When we get up in the morning, we
would make the bed, then we would fold the bed and slide it into a closet.
In-a-door bed/Murphy bed.
It is called a foldaway bed. When we put the bed away,

(9) /Slide: Room/ the apartment would look like a living room. In some other
(10) one-room apartments there is a couch called a hideabed /Slide: Couch/ that
is used for a bed at night. It is really a bed made up with a mattress,
sheets, and blanket. In the morning, you make up the bed; put the cover
on it, and push it back as far as you can against the wall. Then it
looks neat and can be used as a couch to sit on.

In a kitchenette there is room to cook and eat. There is room for several chairs, so friends could come over and watch television or play cards and talk.

When we rent an apartment, we have to pay the rent in advance. /Slide:
(11) Paying rent/ Who can tell us what that means? ( )

(12) When we pay for something we should get a receipt. /Slide: Receipt/
/Read: discuss. Different kinds of receipts: cash register tape, sales
tickets, formal receipts/

There are places where we could live that are not apartments. They
are places where we rent just a place to live and sleep--a place without
a kitchen. We would pay the landlady by the week or the month for our
(13) sleeping room. We can rent a sleeping room in a rooming house. /Slide:
Sleeping room/ If we rented a sleeping room, Z_____, how would we get food? ( ) We would eat out. We would find a lunch counter, a cafeteria, cafe, or a restaurant--someplace where food is served. Y_____, when would we pay for our meals at a lunch counter? (Usually when they serve us the food.) X_____, when do we pay for our food at a cafeteria? (Usually pay the cashier before we take our tray of food to a table.) W_____, when do we pay for our food at a hamburger stand? (Usually when they give it to us at the counter.) V_____, in a larger

restaurant, when do we pay? (After we eat, the waitress brings us a check. We look for the cashier. We take our lunch check to the cashier and pay before we leave.) How often do you "eat out?" ( )

It may not cost much to rent a sleeping room. We might pay the landlady $____ a week. /Optional: How much would the room cost us for everyday? ( )/ We pay the rent in advance. We have to pay for a week before we can move our things into the room. We would go on paying in advance like that. At the beginning of each week we would pay the landlady for seven more days' rent. She should give us a receipt. Has anyone ever visited someone who rents a sleeping room? ( )

There is another way we could live and it might be better than renting an apartment and better than renting a sleeping room. We could find a place where there is room and board. Can anyone tell us what that
(14) means? Can you tell us about a boarding house? /Slide: Boarding house/ In a boarding house we would pay the landlady in advance. The landlady will rent us a sleeping room, and will serve us breakfast and dinner. That may be better than eating out. Usually several people are renting
(15) rooms in a boarding house and they all eat meals there. /Slide: Meals/ When people have meals together, they can talk and get acquainted. When people get acquainted, sometimes they like each other. In a boarding house people can get acquainted.

Before we go on, we'll have a quiz about different places to live. /Erase list from blackboard and prepare to tally good answers./

/Contest may be team or individual competition./

A_____, what is an apartment? ( )

B_____, what is a kitchenette? ( )

C_____, what is a rooming house? (   )

D_____, what is a boarding house? (   )

E_____, there are different kinds of places we might live if we had a salary and were not living with our families. Tell us one kind of place we could live. (   )

F_____, tell us another kind of place we could live. (   )

G_____, " " " " " " " " " (   )

H_____, what do we call a place where there may be a kitchen, a bedroom and a living room, and there are several of these all in the same building? (   )

I_____, what do we call a very small kitchen, or a one-room apartment? (   )

J_____, what do we call the place where we rent a sleeping room? (   )

K_____, what do we call the place where we can rent a room and also have meals? (   )

Murphy
L_____, what is a foldaway bed? (   )

M_____, what is a hideabed couch? (   )

N_____, what do we call the kind of bed that we can fold up and put in a closet? (   )

O_____, what do we call the bed that looks like a couch when it is made up and covered? (   )

P_____, what is a cafeteria? (   )

Q_____, what is a lunch counter? (   )

R_____, what do we call an eating place where we slide along a tray and select the food we would like from what we see? (   )

S_____, what do we call an eating place where we sit and are served at a counter? (   )

T_____, what is a landlady? (   )

U_____, what is a landlord? (   )

V_____, what does it mean to pay in advance? (   )

W_____, what is a receipt? (   )

X_____, how can we get acquainted with people in a boarding house? (   )

Y_____, what do we call the manager of a rooming house or boarding house? (   )

Z_____, how do we pay when we rent an apartment or a room? (   )

AA_____, why is it that people often prefer to live in a boarding house rather than in a rooming house? (/Accept all good reasons/)

/Privilege points for good responses are entered into privilege point savings books./

Tomorrow we'll continue with the story about Fred. We'll see how he found a place to live when he left home to work and to live by himself.

Optional and Supplemental Activities

Plan to "eat out." Compare different types of eating places

Newspaper "for rent" ads

Classified telephone directory classification: Boarding, Rooms, Apartments, etc.

Pupils collect register tapes, sales slips and make a chart of "receipts"

LIVING ON OUR OWN - EMPLOYMENT OFFICE

Objectives: To familiarize pupils with State Employment Office and YMCA.
To illustrate ways of getting around in a community.

Materials: Slide projector
Screen
Set slides (VII-B)

Vocabulary:
advertiser
answer
automat
business
canteen
desk clerk
dry cleaning
experience
form
guest
honest
instructions
interviewer
lobby
manager
member
placement
pool
question
recreation
reference
reliable
special
want ad
YMCA
YWCA

Yesterday we were talking about some different places where people live when they earn a salary and live away from home. /May review/ Today we will see some pictures of Fred after his bus trip to __________city. His bus arrived before dark. It was about ____. Someone told him he could rent a room at the Young Mens Christian Association--the YMCA. Let's
(1) look at the YMCA sign. /Slide: YMCA/ A_____, what color and shape is it?
( ) /Pupils may draw the YMCA triangle to add to their list of signs./
(2) /Slide: Entering YMCA/ Fred is going into the YMCA. Inside he looks
(3) for the desk clerk--the man who rents the rooms. /Slide: Desk clerk/
The desk clerk is behind a counter. Fred asks, "What is the price of your rooms?" The clerk says,"$3 or $4 a night," or "$10 a week."

Fred decides to stay there for two days and a night while he looks for a cheaper room.

He pays the desk clerk $3 for one night, and the desk clerk gives him a key to his room and a receipt. "Room 201" he says. B_____, where should Fred look for room 201? (Upstairs) The desk clerk shows Fred where the stairs are up to the second floor. Where does he look for the room numbers? (On the doors.) His room key also has the number printed on it.

(4) /Slide: Fred unpacking/ C_____, what is Fred doing now? (He is in his room. Suitcase is open on his bed. Wanted to get something out of his suitcase.)

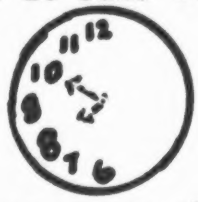
(5) /Slide: Fred combing hair/ Before he goes back downstairs to look around, Fred looked in the mirror to see how he looked. He thought he should comb his hair.

(6) /Slide: Pool/ D_____, what game are these boys playing? ( ) They had a pool table at the YMCA. Have you ever played pool? ( ) Fred decided to ask someone to show him how to play. At the YMCA he can play pool or ping pong for 50¢ an hour. He could pay to become a member of the Y and then he would not have to pay anything to use their equipment. They also had a $1 a day "special". If he paid one dollar he could swim or use the equipment for a whole day. There was a free TV set in the lobby. Fred sat in the lobby watching television before he went to bed.

The next morning, after Fred got up and washed and dressed himself, he (7) went down to the basement to get something to eat for breakfast. /Slide: Automat/ This is what the place looked like. E_____, what do we call places that have a lot of vending machines like this? (Automat or canteen)

After breakfast he asked the desk clerk how he might get to the State Employment Office. The desk clerk drew him a little map and gave him instructions. "Turn to the left as you leave, and walk two blocks. Then turn right and walk two blocks." F_____, could you come up and draw the map on the blackboard? /Teacher may assist in any way.* Pupils may copy the map./

Fred followed the instructions and found the State Employment Building, but the door was locked. He was surprised. G_____, can you think of some reasons why the door might be locked? I can think of three reasons.** How many reasons can you think of why the door might be locked? /Discuss/

(8) /Slide: Office hours/ Fred noticed that it said 8:00 on the door so
he looked at his wrist watch. It said /Draw/  _/ H_____, how
long did he have to wait?

At 8:00 a man unlocked the door. Fred went up to the counter. /Slide:
(9) Receptionist/ The receptionist gave him a card to fill out. Fred could
not read all of the print. He told the receptionist he could not read
everything. The receptionist read it for him and helped him write some of
the answers to the questions. The receptionist asked what kind of work
Fred knew how to do. Fred told her. When the card was filled out, the
receptionist showed Fred a place where he could sit and wait. /Slide:
(10) Waiting/ The receptionist sent the card to one of the interviewers. The
(11) interviewer talked with Fred about his office. /Slide: Interviewer/ Fred

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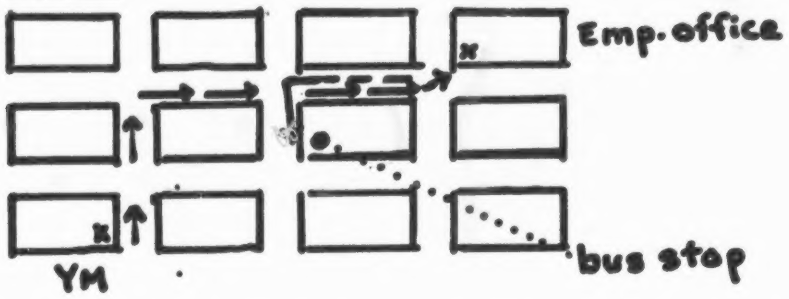
* 

** Holiday; Saturday or Sunday; too early for office hours had worked part time for two different businesses. He did clean up work at both places. One of them he cleaned early in the morning. He had used the vacuum cleaner and had dusted the counters and the merchandise. Sometimes he had mopped the floor. The other place he cleaned in the evening after other employees went home. The interviewer wrote this down. He then sent Fred to another desk to talk with a vocational counsellor.

(12) /Slide: Tests/ The counsellor gave Fred some tests to find out what he could do well and what he did poorly.

Then Fred went to a placement interviewer. The placement interviewer is the person who has a list of the businesses that want to hire someone. The placement interviewer looked at his file of businesses that wanted to hire a janitor--someone to do the cleaning up work. There were several businesses that wanted to hire someone. Two of the jobs would be hard to get to except by private automobile. They were a long way from a public bus line. One job was close to a bus line. It was a part-time job, to do the cleaning in a small store. The placement ________I______, what? /Can pupils say the word?/ wrote the address on a card and gave it to Fred. He wrote down the name of the man who would talk with Fred about the job. Fred decided he would go there right away. He thought he would visit some other shops near it to see if he could find another part-time job in the same neighborhood. J_____, can you tell us how many hours one usually works on a full-time job? (   ) Fred wanted to work at least 40 hours a week. He would not be able to live on his salary from just one part-time job. /If pupils ask why 2 part-time jobs rather than full-time job, discuss pros and cons. One caution re part-time jobs is that too little tax is withheld to cover what would be owed at the end of a year of continuous employment./

He asked the clerk at the reception counter to tell him how to get to the address. Everyone, look at your little map and see if you can follow the instructions on your map. The clerk said, "Turn to your right as you leave the building. Walk one block; turn left and walk one block; then look for the bus stop. You will take the 7th Avenue Bus to 39th Street. /Wait/ Who will come up and show us, on the map on the blackboard, where Fred walked to find the bus stop? /Assist, if necessary/

(13) /Slide: Bus stop/ When a bus came, what did Fred do? (Asked "Is this the 7th Avenue Bus?") When he got on the bus, what did he do? ( ) Yes, he paid. But he said, "I want to get off at 39th street. Will you tell me when we get there?"

When Fred arrived at the shop, he saw a man sitting at a desk. He walked up to the desk. The man was talking on the telephone. K_____, what should Fred do? (He waited for him to finish and speak to him.) The man said, "What can I do for you?" What would Fred answer? /Discuss and formulate one or more good responses./*

(14) /Slide: Manager and Fred/ The manager liked Fred when he talked with him. Fred made a good impression. He was neat and clean. He had good references. The other people he had worked for each gave him a letter saying that he worked hard, was reliable and honest, and got along well with other people. The manager told Fred about the job. It was a part-time job to clean the shop every day, except Sunday, and to take

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* Possibilities: /Show the man the card from the Employment Office/ "I am Fred Russell. I am looking for a job." or "I am Fred Russell. I was sent from the State Employment Office about a job."

care of small repairs. They would pay him $30 a week. Fred agreed to work half-time--20 hours every week. He would work from 8 until 11 every week day, and from 9 to 11 on Saturdays. Fred asked if there was a place at the shop where he could keep his work clothes. The manager took him to the back of the shop and showed him a locker.

Before we finish today, we'll have a quiz. /Competition may be team or individual. Teacher tallies./

L_____, when Fred arrived in the city, where did he go to rent a room? (YMCA)

M_____, what does a desk clerk do? ( )

N_____, when Fred looked at his key tag and saw the number 201, what did he do? ( )

O_____, what did he do when he unlocked the door and went into his room? ( )

P_____, where did Fred eat breakfast? ( )

Q_____, who told Fred how to find the State Employment Office? ( )

R_____, why was the door locked when Fred arrived? ( )

S_____, why did Fred go to the State Employment Office? ( )

T_____, who told Fred how to find a bus? ( )

U_____, how many hours a week did Fred agree to work? ( )

V_____, what will his salary be? ( )

W_____, where will he keep his work clothes? ( )

X_____, what will he wear on his way to work? (Ordinary clothes. Street clothes.)

Y_____, why does Fred want two part-time jobs instead of just one? ( )

/Privilege points are recorded in savings books and books returned to teacher./

Tomorrow Fred will have to find someplace to stay that is less expensive than the Y. We will continue tomorrow.

Optional and Supplemental Activities

Discuss trips. Has any pupil travelled alone by bus, train or airplane from one place to another? What was it like? What did he enjoy about the trip? Were there times when he wasn't sure what to do? ( ) What happened then? ( )

Suppose we have a job that pays us $50 a week and we decide to move from home into a boarding house or share an apartment with a friend. Make a list of what we would pack.

Someone from State Employment Office might come and talk with group.

Discuss use of a local bus.

Make a map showing bus routes in relation to bus numbers or route names. For a chart, take snapshots or draw pictures of buses, showing their route identification numbers or names.

Assign a bus trip alone to each pupil.

Get and use local bus schedule.

Practice unlocking a combination lock.

Resources

Finding Your Job. Monograph Series. Finney Company, 3350 Gorham Ave., Minneapolis, Minn. 55426 $20.50 per unit

Five complete units, each consisting of five volumes, in which jobs are illustrated and interestingly described. The descriptions include typical rate of pay, working hours, what a worker must be able to do, what schooling is needed, good and bad things about the job, movies about the job and additional helpful information.

Finding Your Job. Workbook. Monograph Series. Finney Company, 3350 Gorham Ave., Minneapolis, Minn. 55426. 72 page book designed for use in special classes, to be used in conjunction with above monographs. $1.50 per copy

The Getting Along Series. Thomas Mooney

Five workbooks covering adventures of Al and Nancy Downes and their friends. Each book has three chapters and each chapter is divided into spelling words, word study, reading, discussion, exercises, projects, reading tests, and arithmetic. Some titles are: Al looks for a job--How Al learned to measure--Al finds a job--Nancy learns to set the table--Learning about money--Al's first day on the job--Making change--Nancy learns to get a meal--A talk with the girls--Learning about time--Pay day--Deductions--etc..

Vol. I.	After School is Out	$1.25
Vol II.	Al Looks for a Job	1.25
Vol.III.	A Job at Last	1.25
Vol. IV.	Money in the Pocket	1.25
Vol. V.	From Tires to Teeth	1.25

LIVING ON OUR OWN - INCOME & EXPENSES

Objectives: To illustrate getting around in a city; that more than one job may be necessary for self support; want ads.

Materials:
Slide projector
Screen
Set slides (VII-C)
Newspaper want ad section (not supplied)

Vocabulary:
advertiser
attendant
cafe
car servicing
counter girl
deduction
earning a living
experience
former
honest
install
janitor
lunch room
satisfactory work
social security
take home pay
want ad
withholding tax

Yesterday we were talking about how Fred got a job. He walked from the YMCA to the State Employment Office. At the State Employment Office he was asked what kinds of work he knew how to do. A placement clerk told him about several businesses that wanted to hire a part-time janitor. Fred took a bus and went to one of these stores where he was interviewed by the manager. Fred made a good impression. The people he worked for before had liked the way he worked. The nice things his former employers wrote about Fred made a good impression on the store manager. He told Fred he would hire him to work a few hours a day, six days a week.

When Fred left the store, he walked down the street looking at the
other businesses nearby. Let's see how many of them we can recognize from
(1) what we can see in a picture. /Slide: TV repair/ This shop was on the
corner. Z_____, what kind of business does this shop do? ( ) Fred
looked in the window and saw the old radios and appliances. He knew it
(2) must be a radio and television and appliance repair shop. /Slide: Vacuum

cleaner repair./ He looked at what he could see in this window. Y_____, what does this shop repair? ( ) They had vacuum cleaner parts in the window, so he decided they probably made a business of repairing vacuum

(3) cleaners. /Slide: Plumber/ X_____, from what we see in the window, what kind of shop would you say this one is? (Plumber's) Can someone tell us what plumber's do? ( ) Plumbers install and repair toilets, sinks, hot

(4) water heaters. /Slide: Bike repair & keys/ Who will tell us what kind of business they do in this shop? ( )

(5) /Slide: Laundromat/ W_____, when Fred looked in the door, what did he recognize about this place? ( ) Fred was pleased to find a coin laundry close to where he worked. He thought he might bring his dirty clothes here once or twice a week.

(6) /Slide: Filling station/ There was a filling station across the street. Fred thought he would like to get a job in the filling station as an attendant. He walked over and waited just outside the office until the attendant finished servicing two cars. He asked if the manager was there. The attendant told him when the manager would be back on duty, in 40 minutes. Before Fred left, he watched the attendant service several cars so he would know how to do the job. He knew he would have to work on a shift when there was at least one other attendant there with more experience who could show him things he did not know how to do. He planned to wait around for the manager or return to talk with him in forty minutes.

(7) Near the filling station there was a little cafe or restaurant. /Slide: Restaurant/ Fred walked over to get something for lunch. V_____, will you remind us how we order food in a lunch room like this one? (Walk up and sit down at the counter, decide what we want to eat, and give the order.) While

Fred ate his hamburger and waited for the filling station manager, he watched the people who came in and the waitress who took their order.

(8) She was nice looking and looked friendly. /Slide: Linda waitress/

When he returned to talk with the filling station manager, he told the manager where he had worked before. The manager asked if he had had any experience as a filling station attendant. U_____, what do you think Fred should answer? /Discuss pros and cons./ Fred said he would have to work when there was another boy there because he knew some things about the job but not everything--he had not done this work before. That made a good impression on the manager because it showed that Fred was probably honest. The manager told Fred he would try him out for awhile on the shift from 11:30 a.m. until 4:30 p.m. on weekdays, Monday through Friday. When he had more experience and could work faster, he might let him work on the evening shift and on Saturdays when there was more business. He would pay him $1.40 an hour and would give him a check at the end of each week.

Fred needed to know how much money he would get from his two jobs, so he could decide whether he had to look for another part-time job to have enough money to cover his living expenses. He asked the manager how much his take-home pay would be. The manager did some figuring. He told Fred the deduction for Social Security and withholding tax would be $4.61.

We'll add up his earnings to see what his salary will be.

/Write in way most appropriate to pupil comprehension or have pupils work the problem:

Attendant job - 11:30 to 5:30 - 5 hrs. x 5 days = 25 hours
x 1.40 per hr.
10.00
25.00
$35.00
Soc.Security & Tax -4.61
$30.39

Janitor Job Take home 26.38
56.77 (total salary per wk.)/

If Fred's work is satisfactory, he will get two pay checks every week. He will get $26.38 a week on Saturdays for his clean-up work. He will get a check on Fridays for $30.39 for his work in the filling station. Altogether, his take home pay will be $56.77 per week.

We need to find out how much money Fred has left from the $17 he had at the beginning. /Structure the task to pupils' levels:

$17.00

Bus fare	$6.40
Baggage locker	.25
Lunch	1.30
YMCA	3.00
Supper	.75
Bus fare, one-way	.30
Hamburger & milk	.45

12.45
$ 4.55 /

Fred had only $4.55 left. He would have to pay a bus fare back to the YMCA and another bus fare to his job in the morning. He would have to pay for something to eat for supper and for breakfast. He would have to pay the desk clerk at the YMCA $3 to spend another night there. He could not afford to stay at the Y. He thought about asking one of his new bosses if they would pay him something in advance. Then he thought he might find a boarding house in the neighborhood near his jobs and perhaps the landlady would let him move in and pay her when he received his salary. He decided it would be better to try that before asking for a salary advance. What do you think you would do or say if you were a store manager and a new employee asked for an advance on his salary? (/Discuss/)

Fred wondered how he might find a boarding house. Who can think of what he might do? (/Accept reasonable suggestions/)

(9) /Slide: Rooms/ People who have rooms to rent sometimes put signs outside of their houses. Sometimes they run an ad in the newspaper.

(10) /Slide: Room to Rent/ T_____, did you ever read any want ads in the paper? ( ) /Hold up want ad section--may read one or two items./

(11) S_____, what is a sleeping room? ( ) /Slide: Boarding/ R_____, what does board and room mean? ( )

He asked the filling station manager if he knew any place in the neighborhood where he could rent a room or could board where he could be closer to his job. The manager had a newspaper. There were a lot of ads. Some of the addresses were in different parts of the city. Some are very far from the neighborhood where Fred will work.

Tomorrow we will look at pictures of some of the places that were advertised.

Today before we finish we'll have a quick quiz. There may not be enough questions for everyone. If you know the answer, signal by raising your hand and maybe I'll call on you for the answer.

Worth 1 pt. Who remembers how much money Fred has left? ($4.55)

1 pt. What will it cost him to spend another night at the Y? ($3.00)

3 pt. How much money would he have left? ($1.55)

1 pt. When will he get his first pay check? (Next Friday)

3 pt. Since Fred has spent almost all his money, what does he plan to do?

1 pt. Can you remember one of the businesses that Fred saw in

the neighborhood? (TV repair, vacuum cleaner repair, bike repair, coin laundry, plumber, filling station, drive-in)

1 pt. Can you remember another one? ( )

3 pt. What does a plumber do? ( )

3 pt. When the filling station manager asked Fred if he had had experience as a station attendant, what did Fred say? ( )

3 pt. Why did this answer make a good impression? ( )

3 pt. At what time does Fred have to report for work in the morning? ( )

Optional and Supplemental Activities

Which job pays the most by the hour?

Find the want ad section. Make a list of different kinds of want ads and discuss: Help Wanted; Sale Misc.: Real Estate; Lost and Found, etc.

Resources

Useful Arithmetic. R.J.Bohn and J.D.Wool. Phoenix, NY: Frank E. Richards, Publisher
- Savings Books
- Work Week & Pay
- Wage Deductions
- Cost of Car Transportation
- Cost of Bus Transportation
- Figuring out Number of Days

LIVING ON HIS OWN - CHOOSING A PLACE TO LIVE

Objectives: To illustrate some types of living facilities and choices to be made.

Materials:
Slide projector
Screen
Set slides VII-D

Vocabulary:
- be careful
- boss
- check up
- chest of drawers
- closet
- cluttered up
- convenient
- hired
- landlord
- landlady
- payday
- prefer
- private room
- reading lamp
- run down
- salary
- telling the truth
- trust
- want ad section
- weedy
- within walking distance

Yesterday when we stopped talking about Fred, he had two jobs lined up that would pay him a total of $65 each week, less deductions. His take home pay would be $56.77. He would not receive any pay until Friday and he had only $4.55 left. That was not enough money to pay for any more nights at the Y, plus his meals and the cost of bus fare to and from his work. He thought about whether he might ask one of his new bosses for an advance on his salary, but he decided it would be better to try to find a boarding house in the neighborhood. He hoped the landlady might let him pay her on Friday, after he got his first check. The filling station manager helped him by finding the want ad section in the newspaper. In the want ad section there were ads in the paper by some people who wanted a roomer or a boarder. Fred did not know which places were close to the neighborhood where he planned to work. The station manager knew the names of all of the strreets nearby; so he drew a
within walking distance.
circle around some ads to show Fred which addresses were conveniently close.

Several of the rooming and boarding houses were on the same street. Why did Fred decide to visit them first? (To save walking; to save bus fare)

(1) /Slide: Run down building/ Fred walked past these buildings. A_____,
(2) how do they look? ( ) /Slide: Weedy yard/ This is the outside of one boarding house. B_____, how does it look? ( ) Inside, the rooms were dark. There were two beds in a room. Fred would have to share a room with another man. There was no closet. There was no reading lamp in the room. There was a television set. The landlady charged $12 a week, including breakfast and supper. Lunches on Saturdays and Sundays were 50¢ extra. C_____, how much would that cost each week? ($13)

(3) /Slide: Toilet/ D_____, look carefully at this and decide what kind
(4) impression it made on Fred. ( ) /Slide: Kitchen/ Anyone, what place is this and what impression did it make? ( ) He wanted to say something nice to the landlady so he said, "I want to look at another place before I decide."

He walked to the next place and here you can see the sign on the outside of the house.

(5) /Slide: Rooming house/ Rooming houses usually have a sign on the outside. They don't always run an ad in the paper. It costs more money to advertise in the paper than to buy a sign. They hope people will see their sign when they are looking for a place to stay.

E_____, if you were Fred, what will you do when you get to the door? (Ring or knock) What might he say when the landlady or the landlord opens the door? (/Group decide on good greeting and inquiry./)

(6) /Slide: Bedroom/ The landlady showed Fred this room. There were two
(7) beds in it. He would have to share the room with another man. /Slide:

Closet & chest of drawers/ There was a big closet and two chests of drawers. Fred liked that. F_____, why is it good to have a closet and a chest of drawers? (We need a place to hang things up and drawers to put things in to keep our clothes neat. We are less apt to lose things when we have drawers to put things in.)

(8) Fred looked at the bathroom. /Slide: Bathroom/ It was clean. It had a shower bath and a bathtub.

The landlady said, "If you share a room, I charge $15 a week with breakfast and supper, 75¢ extra for lunches on Saturday and Sunday." How much would that cost Fred? ($16.50) He could eat lunch at the drive-in near his work. It might cost him 50¢ or 75¢ to eat lunch on weekdays--Mondays through Fridays. /Optional to figure cost of weekday lunches./ That 50¢ a day for five days would add up to $2.50. To stay at this boarding house and pay for a place to sleep and his weekday lunches would cost $19.00 every week.

The landlady told Fred he could use her washing machine for 25¢ a load. She would iron his shirts for 15¢ a shirt, or he could use her iron for 25¢ an hour. She earned her living by taking in boarders.

If you were Fred, what would you think about sharing a room with some-
privacy
one? (/Discuss the kinds of problems that occur when people have no place
to themselves./)

Fred preferred to have a private sleeping room. It is hard to relax and get rest when other people are sharing the same room. Things happen that get on each others' nerves. Also, while most people can be trusted to respect what belongs to other people and not take things that belong to others, there are some people who cannot be trusted. They take things because they would like to have them.

If you were Fred, what do you think you might decide to do? ([Discuss])

Fred thought it over. The first place was cheaper than the second, but the neighborhood did not look so good. It looked run down. The first boarding house was not clean and things were not in good repair. The yard was weedy. Both the toilet and the kitchen were cluttered up. They made a poor impression. The sleeping room was dark. There was no reading lamp. Fred liked the clean rooms and nice furnishings in the second house. He said, "I like the room but I would prefer a private sleeping room." The landlady said, "I would let you have the room to yourself with board for $22." Fred told her he had just moved to the city and had just been hired for two jobs in the neighborhood. He would be paid on Friday and on Saturday. In the meantime, he had only $4.55 to live on until payday. He could show her his letters of reference from his former employers. He asked if she would trust him to pay her on Friday when he could cash his first pay check.

She thought about it. G_____, how do you think she might feel about it? [Discuss] Fred was a stranger to her. Sometimes people told her they would pay her and they did not. They would move in and eat her meals and then move their things out at night when she was asleep and leave without paying. Some people cannot be trusted.

Fred made a good impression, but she decided she should be careful and check up on him. She read his letters of reference. Then, just to be sure that he really did have two jobs, she telephoned the store and the filling station. She found he was telling the truth. Then she agreed that Fred could move in and pay her on his pay day.

Anyone, what do you think Fred did next? (He went by bus back to the Y to get his suitcase. Then he returned to his new address.) /Optional to continue: H_____, then what did he do? ( ) He unpacked his suitcase so he could hang up his other suit and his slacks. What else did he unpack? (/List items on board/) Where did he put these things? (/Write appropriate place beside each./)

Are you ready for our quiz? /May be individual or team competition./

I_____, what were some things Fred did not like about the first boarding house? ( )

J_____, can you think of other things he did not like about the first boarding house? ( )

K_____, what did Fred like about the second boarding house? ( )

L_____, what was one thing that did not satisfy Fred about the second boarding house? (Sharing a room) (Lack of privacy)

M_____, why did he not want to share the room with a stranger? ( )

N_____, can you think of other reasons for not wanting to share a room with a stranger? ( )

O_____, how much will Fred pay the landlady for his first week of room and board? ( )

P_____, how much salary will Fred receive from both his jobs? ($65 less deductions, or $56.77)

Q_____, how much will Fred have to pay to wash his shirts, work clothes, and underclothes each week? (25¢ wash; 25¢ dry)

Everyone work these problems on paper - /Write on board/

Fred's board and room	$22.00
Lunch Saturday	.75
Lunch Sunday	.75
Weekday lunches 5 x 50¢	2.50
Total	$26.00

Fred's salary is $56.77 when Social Security is deducted. When Fred pays for his first week's board and his lunches, how much money does he have left? $30.77)

/Other questions as desired/

Today Fred was successful in finding a nice place to stay. He has only a few dollars to live on until pay day, but if he is careful about what he spends, he will make it all right. Tomorrow we will find out what happened the next day.

Optional and Supplemental Activities

Pupils keep expense accounts for a week or more

Plan trip by bus to section of town where there are boarding houses and rooms for rent.

Examine and practice using locks of different types. Visit stores to learn price of locks and extra keys.

LIVING ON HIS OWN - PLANNING TO MAKE ENDS MEET

Objectives: To give examples of lists of expenses in relation to income and to consider what to do when income is less than planned expense.

Materials:
- Slide projector
- Screen
- Set slides (VII-E)

Vocabulary:
- belongings
- borrowing
- economize
- expenses
- half sole
- include
- income
- interest
- iron-on patch
- list
- living expenses
- loan company
- owe
- patch
- subtract

Fred was very glad to get his belongings moved in to Mrs. Miller's boarding house. He knew $4.55 was not much money to get along on until pay day.

(1) He walked to work the next morning, /Slide: Rear entrance/ and went
(2) to the back of the building to the employee's entrance. /Slide: Locker/
He took his work clothes to the store, and changed into them before going to work.

(3) /Slide: Fred sweeping/ Fred is cleaning up the store, wearing work
(4) clothes. Z_____, does he look neat? (No) /Slide: Torn trousers/ Are
his clothes in good repair? (No, his pants are torn.) He doesn't look neat. His pants are wrinkled and the holes ought to be patched. Since Fred is working on a job that will get his clothes dirty, he wears street clothes to work and changes to work clothes at the store. These are his work clothes. But they don't look very good even for work clothes. Y_____, what could he do to make them look better? /Teacher

accepts all good ideas; i.e., launder them, patch them, buy a new pair./)

Fred cannot afford to buy new work slacks. He cannot afford to pay someone to mend them for him. He has not learned to repair clothes with a needle and thread but he knows that he can patch the holes by ironing on a patch. Who can tell us where Fred would buy an iron-on patch? (Dimestore, department store.) X_____, what is the name of the department that sells sewing supplies in a department store? (Notions) Since the dimestore was closer to where Fred worked, he went to the dimestore to buy a package of iron-on patches of the same color as his work pants. They cost 49¢ plus 1¢ tax.

W_____, then what did he do? ( ) The patch will not stick on unless the clothes are clean. What would Fred do? ( ) He had to wash and dry his work clothes. At the same time he washed and partly dried his shirts and shorts.

Then what might he do? ( ) He paid 25¢ to use his landlady's iron for an hour. He repaired his work slacks by ironing a patch over the hole. He ironed his shirts. How many of you have learned to put on a patch and iron shirts? ( ) Who can figure how much money Fred has left? ($3.55)

$4.55
-.25 wash
-.25 iron
-.50 patch
$3.55

(5) /Slide: Boots/ Fred likes to wear boots, but the sole is coming off. V_____, where could Fred get his boots repaired? ( ) He took them to a shoe repair shop and asked how much it would cost to repair them. The shoe man told him he would put on new half soles for $2.50. What do you think Fred should do? (Wait until he has more money.) U_____, what else could

(6) he do that would make himself look better? (   ) /Slide: Hair/ Fred also needed a hair cut. Where would he go for a haircut? (   ) T_____, how much would it cost him? (   ) In smaller cities haircuts are sometimes less expensive than they are in larger cities. In Fred's city haircuts cost $2.25. What should Fred do? (Wait until he has some more money.) Fred plans to get his hair cut every two weeks. Fred began to think of these things he needed money for. He wanted to be sure that his two jobs would pay him enough salary to cover his living expenses. S_____, what could he do to make sure that he will have enough money for everything? (   )

He made a list of all the things he could think of that he would need money for.

(7) /Slide: List 1/

Room	$22.00
Sat.	.75
Sun.	.75
Lunches	2.50
Hair	2.25
Shoes	2.50
	$30.75
Laundry & Iron	.50
	$31.25

Lunches:	
Mon.	.50
Tues.	.50
Wed.	.50
Thurs.	.50
Fri.	.50
	$2.50

Can we read his list and understand it? (/Discuss/) Let's all add

(8) up this list to find how much his expenses will be. /Wait/ /Slide: List 2/ Then he added up his two pay checks so he would know his total income and subtracted his list of expenses:

$26.38	Store
30.39	Station
$56.77	
- 31.25	Expenses
$25.52	

Let's all work this problem to see how much money will be left over. /Wait/ It made him feel good when he saw how much money he would have left over, but suddenly he remembered something. His landlady would expect him to pay her for two weeks' board and room and he was figuring for just one week. Who remembers why the landlady will expect pay for two weeks? (   ) When we rent a room, we have to pay in advance when we first move in. Fred really owed her $23.50 the day he moved in. One week later he will owe her another $23.50. So, altogether he will owe her $47.00 instead of $23.50. /Write on chalkboard/ He also forgot to include his lunches for the next week. He also forgot to add his laundry and ironing expense for next week. He made another list:

(9) /Slide: List 3/

Exp.	Room	$23.50	Pay	$56.77
	Room	23.50		57.75
	Hair	2.25		$- .98
	Shoes	2.50		
	Laundry	1.00		
	Lunches	5.00		
		$57.75		

Let's all add up this list to find out how much his expenses will be. /Wait/ He tried to subtract his expenses from his income /demonstrate/ but something is wrong--/Can pupils note the problem?/ His expenses come to 98¢ more than he will receive from his two jobs. It was good that Fred wrote down exactly what his take-home pay would be. If we forget about the Social Security and the withholding tax that is deducted from our salary, we can get into trouble. We spend more than we should.

Fred's expenses are going to cost him 98¢ more than he will receive from his jobs. What do you think he might do? (/Discuss/)*

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* Possibilities: skip some lunches; ask for a salary advance; postpone haircut, etc.; fail to pay landlady all he owes; borrow; get a loan; get another job.

Fred knew that by the time he had worked three weeks, everything should come out all right. In the meantime, he would have to make some change in his plans so that his salary would cover his expenses.

(10) /Slide: Loans/ Who can tell us what this place is? ( ) Near Fred's store was this loan company. Fred knew that loan companies lend money to people. He decided to ask someone about borrowing money. He remembered that someone had warned him not to borrow money and especially not to borrow from a loan company, but he couldn't remember why. R_____, do you know why? ( ) Fred talked with the filling station manager about it. The manager explained that the loan companies charge money to lend money. They charge interest. They might charge Fred $2 or even more just to lend him $10 for three weeks. The manager told Fred he could let him have a $5 advance, without charging interest, on his salary for three weeks. That would let Fred take care of his boots and his haircut and he would not have to give up eating lunch. Why do you think the filling station manager might decide to make a small advance payment to a good worker? /Discuss/*

Fred knew he would have to economize, even with a $5 advance each week for three weeks. He would try to spend money only for the items on his list. If he was careful, he would have a little money left over, so that he could drink a coke once in awhile, or buy a magazine, or do some other inexpensive thing not on his list.

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* Possibilities: Maybe he was a nice man. Maybe he liked Fred. Wanted to help him keep out of trouble. People do better work when they like the people they are working with. Maybe Fred had already worked 4 hours. If so, he had already earned $5.60. Etc.

/Have pupils list monies received from allowances or earnings. Discuss and list on board kinds of part-time pupil jobs or sources of earnings./

Optional and Supplemental Activities

Compare prices at various eating places. What could Fred eat for lunch for less than 50¢ a day? Name some good places to eat.

Could Fred get something at a supermarket for less than 50¢ that he could take to work and eat for lunch?

Pupils keep a record of everything they spend for a day--lunch, cokes, carfare, etc.

Keep expense record for a week.

PREFACE TO WEEK VIII

General Topic: To consider requirements of some part-time jobs in relation to one's own abilities. To describe deposit and withdrawal. Use of alarm clock. Use of dental clinic. Boy meets girl.

☐ Read through Week VIII lessons

☐ Preplan for modifications and supplemental activities

☐ Arrange for visit to restaurant. VIII-A, p.210 (optional)

☐ Arrange for materials and equipment

_____ set slides VIII-A--VIII-E
_____ projector
_____ screen
_____ sample menus. VIII-B, p. 219 (optional)
_____ Social Security card VIII-B, p.217 (optional)
_____ sample bus transfers VIII-B, p.218 "
_____ sample bus schedules VIII-B, p.218 "
_____ bank deposit slips VIII-C, p.225
_____ alarm clock VIII-B, p.216
_____ clock with second hand VIII-D, p.232

LIVING AT HOME
JOBS WE DO AT HOME

Objectives: To provide an identification model for pupils, especially for girls

Materials:
Slide projector
Screen
Set slides (VIII-A)

Vocabulary:
baby sitting
bus girl
careful
counsellor
counter girl
experience
example
fired
fry work
grease
make change
sales tax
sacker
social security card
successful
tongs
transfer
vocational
waitress
work assignment

This week in our lessons we will meet Linda. Linda is the girl Fred liked the day he saw her at the lunchroom. [Teacher or pupils review.] Who remembers why he went to the lunchroom for a hamburger? (He was waiting for the filling station manager to return.) He ate his hamburger at the counter and he watched the girls taking orders from customers, serving them their orders, and making change. He thought Linda was nice looking. Besides being nice looking, she seemed more grown-up than some of the others. Linda seemed to like to take care of the customers. She looked friendly and happy.

Linda Havens lived at home with her family. She was a student at Crocker Senior High. At school there was a counsellor who wanted to help students. Recently at school the vocational counsellor had talked with pupils about taking part-time jobs. He said it was a good idea for everyone to have the experience of working. Linda told him she worked at home. She did a lot to help her mother. Also, sometimes she worked as a baby sitter. The counsellor asked her

what she did at home. Everyone in her family, even her younger brother, took care of their own clothes. Mrs. Havens helped everyone. When clothes needed to be washed, everyone put their dirty clothes in a laundry
hamper.
basket.

(1) /Slide: Vacuuming/ A_____, what is Linda doing in this picture? ( ) How many of us help with housecleaning? ( )

(2) /Slide: Making bed/ Most everyone in the family made their own bed every day and changed it once a week. What do you do when you change a bed? /Discuss. Some families do differently./

(3) /Slide: Set table/ Everyone in the family knew how to set the table
(4) and most everyone helped with some of the meals. /Slide: Cooking/ Mrs. Havens thought that families got along together better when everyone was willing to do any of the jobs that had to be done. So everyone in the family had a weekly work assignment.

(5) /Slide: Wash dishes/ For a week Linda would set the supper table and wash the supper dishes.

(6) The next week her brother, Joe, /Slide: Joe washing dishes/ set the table and washed dishes while Linda helped with the cooking, making salads and desserts and so on.

Even Linda's dad took his turn setting the table, washing dishes, and helping fix supper.

(7) /Slide: Ironing/ Linda and Joe both helped with the laundry and ironing. They could fix their own breakfasts but usually Mrs. Havens fixed breakfast for everyone.

Let's think about the jobs that have to be done in a home. What are some of the jobs that you do? (/Help by reminding of kinds of chores.* List on board and tally who does what jobs./)

There are many jobs in a home. Linda and her brother knew how to do these jobs. In exchange for their help six days a week, one day each week they would have "a day off." If they forgot to do their job, they would not get a day off. The whole family got along well together and didn't argue about the work. That may be a reason why Linda seemed more grown up than some of the other girls in the lunchroom. What do you think about the work assignments at the Havens'? (/Discuss/)

The counsellor also asked Linda about her baby-sitting.

Then he talked about what she liked in school and gave her a few tests to see what kind of things she could do best and what kinds of things she did poorly. B_____, why do you think he wanted to know? (   ) If we are hired for a job and then can't do the work well, we are apt to be fired. It is better to know what kinds of jobs we could do successfully before we apply for a job. As an example, Linda would be able to do some jobs in a restaurant kitchen. She knows how to fix salads and she could learn to use the automatic dishwashers.

If she learned to carry a big tray, she could be a restaurant bus girl, because she already knows how to set tables and clear off dirty dishes. She could be a lunch counter waitress. On that job she could carry servings of food on plates from the kitchen to the customer. She probably couldn't be a table waitress in a large restaurant where she would have to write down many different things that customers ordered because Linda's spelling was not good and it was not easy to read her writing. In a small restaurant, she could write Dinner #1 or #3 sandwich. /Sample menus might be of interest here./

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* Possibilities: Laundry, ironing, picking up, emptying and burning trash, feeding pets, making beds, changing beds, setting table, preparing food, clearing table, washing dishes, vacuuming, dusting, scrubbing floors, cleaning toilet and wash basin, shopping for groceries, mending clothes, mowing grass, etc.

Linda could be successful at some jobs in a laundry. She could not be a successful typist, however, because she was a poor speller and did not know how to type.

Let's name some jobs and think about what we would have to be able to do to be successful at the job. /List several*, trying to elicit some that are within the ability range of the retarded. What must we know how to do to be successful at these jobs?/ From what we know of Linda, might she be successful at these jobs? ( ) Why, or why not? ( ) From what we know of Fred, might he be successful at these jobs? ( ) Why, or why not? ( )

The counsellor thought Linda could be successful at several part-time (8) jobs in a drive-in. /Slide: Frying potatoes/ What job would this one be? (Fry cook) Someone has to put the frozen sliced potatoes into the hot grease to let them fry. Then they must dip them out with wire baskets and let them drain. To be successful, a person has to be able to see when potatoes are cooked enough and not let them burn. They must (9) be careful not to splash or spill hot grease on themselves. /Slide: Sacker/ C_____, what is this job? ( ) Someone uses tongs to pick up

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* Possibilities: Shipping & dock worker, beauty shop helper, grounds-keeping helper at golf course or institution, housekeeping helper in nursing home, stock boy, laundry workers, service station helper, restaurant bus boy, drive-in fry cook, sacker or counter help.

orders of potatoes or onion rings and put them in little sacks. To be successful a person has to be able to do things well with his or her hands--
(10) otherwise, he is too slow, or spills the food, or tears the sacks. /Slide: Hamburger cook/ What is this job? ( )

Which of these jobs do you think you could do? How many could peel and cut potatoes carefully and fast? ( ) How many could cook French fried potatoes? ( ) How many could be a successful sacker? ( )

(11) /Slide: Counter girl/ This is a job at a drive-in that Linda might not do successfully. The counter girl takes the customer's orders and calls the orders back to the kitchen. She pours the coffee, milk and cokes, dips out ice cream, adds up the price of the orders, adds the tax, takes the customer's money, and makes change. She has to remember a lot of different orders; she has to keep moving fast; she has to remember the different prices and the right amount of tax. She has to make change fast. Linda did not do anything very fast. It would be hard for her to remember all the prices. She would have to practice a lot at adding prices in her head, adding the tax and making change.

How many of you think you would be successful if you had the job of counter boy or counter girl? ( )

The counsellor thought it would be very good experience for her to apply for a part-time job on Saturdays for a few hours and perhaps a couple of hours everyday after school. He thought she could be a lunch counter waitress at the lunch counter near school.

Before she could get a regular job, what would she have to get? (A Social Security card) Tomorrow we will see more pictures and talk about getting the card and getting the job.

/Optional: Assignment to learn the office hours of local Social Security office./

Before we finish today we will have a quiz. /May be team or individual competition./

D_____, name a job that Linda did at home. (Made bed, changed bed, set table, helped fix meal, laundered, ironed.)

E_____, name another job Linda did in her home. ( )

F_____, " " " " " " " " ( )

G_____, name a job Linda's brother, Joe, did in his home. ( )

H_____, name another job Joe did at home. ( )

I_____, " " " " " " " ( )

J_____, what happened if Linda or Joe forgot to do their work assignment? ( )

K_____, who talked with Linda about a part-time job? ( )

L_____, name a job at which he thought Linda might be successful. ( )

M_____, " " " " " " " " " " ( )

N_____, " " " " " " Linda might not be successful. ( )

O_____, name or describe a job in a drive-in restaurant. ( )

P_____, " " " another job in a drive-in restaurant. ( )

Q_____, " " " " " " " " " ( )

R_____, why would Linda probably not be successful as a counter girl at a drive-in? ( )

/Add additional questions as desired./

S_____, before she could get a job, what does she have to do? ( )

Optional and Supplemental Activities

Visit small drive-in for refreshments. In advance, discuss and practice lining up to order, deciding what to order, ordering, paying, making change, etc.. Observe what counter girls or counter boys do, practice making change rapidly.

Visit small lunch counter for refreshments.

Visit restaurant. Note jobs of bus boy or bus girl.

Resources

Joe Wheeler Finds a Job and Learns about Social Security. Publication OASl-85a Social Security Administration. U.S.Dept. H.E.W., June 1964, for sale by Superintendent of Documents, U.S.Government Printing Office, Washington, D.C. 20402. Price, 25 cents. Free copies available from local Social Security offices. /A picture story booklet designed for use in adult basic reading courses, to give students an explanation of old age, survivors, and disability insurance provisions of the social security law./

Voelker, P.H. and Pritchard, J.W. Off to Work. Pittsburgh: Stanwix House, Inc. 1962. 16 Chaps. interesting stories, illustrated.

Provo, Helen R. Happy Housekeepers. Phoenix, NY: Frank E. Richards. Experience of two girls working as domestics $1.35

Peterson, R.O. & Jones, Edna M. Guide to Jobs for the Mentally Retarded. Pittsburgh: American Institute for Research, 1964

LIVING AT HOME

GETTING A JOB

Objectives: To describe process of getting Social Security card and a job

Materials:
Slide projector
Screen
Set slides (VIII-B)
Bus transfer (not included)
Social Security card (not included)
Social Security application form

Vocabulary:
application form
block
cashier
courthouse
destination
fare
federal
fill out
menu
passenger
place setting
replaced
route
social security number
transfer point
uniform
United States Government
wallet

Who was the girl we began talking about yesterday? (   ) The vocational counsellor at Crocker High School talked with Linda about getting a part-time job. But first she was to go to the Social Security office to get a Social Security card with a Social Security number. The Social Security office was downtown. It was in a big building called the Federal Building. Social Security is operated by our United States Government. All of the offices in the Federal Building in any city are operated by the United States Government. In Linda's city the Federal Building was located at the intersection of 7th and Ann.

The counsellor looked up the address of the Social Security office and telephoned to find out its office hours. It was not open on Saturdays or Sundays. It was open on weekdays from 8 a.m. until 5 p.m. He told Linda she could go to the office from school by public bus. He told her the name of the two buses she would have to take. She would have to get off the first bus and transfer to a second bus. How many of us can ride a public bus by ourselves? ( ) Has anyone ever gone somewhere by bus and had to transfer to a second bus? (/Describe/) Who knows how much we have to pay for bus fare? ( ) Who knows how much extra we have to pay for a transfer? ( ) Who can tell us what a transfer is? (It is a piece of paper like a ticket.) When we have a transfer, we can ride the next bus without paying a fare. We give the driver the transfer instead of putting money into the coin box. /Optional: Suppose we are the bus driver and a rider gives us a $1 bill--how much change do we give him back?/

(1) /Slide: 39th Street/ Linda knew the first bus was the right one be-
cause it said 39th Street up in front.

When Linda got on the bus, she had to ask the driver for a transfer.
She had to ask him to tell her where to get off so she could catch the next
(2) bus the counsellor told her to catch, the Parallel bus. /Slide: Parallel/
Z_____, how do you think she might do this? /Arrange or have pupils arrange
the props: bus driver seat, coin box, passenger seats. Describe the scene
and try pupil role players. Get pupils involved in thinking of variations
of Linda's request so that a number of pupils have expressed an idea. In
a second scene, the driver speaks to Linda: she gets off the first bus,
waits for a second bus, verifies it is the right bus, gets on and presents
her transfer. She asks the driver to let her know where to get off, etc./
(3) Linda got off the bus at the corner of 7th and Ann, /Slide: 7th and
(4) Ann/ There were two big buildings /Slide: Courthouse/ /Slide: Federal
(5) Building/ across the street from one another. Y_____, how would she find
out which building is the Federal Building? (Could read name on it; ask

someone; go inside and ask someone.) /Role play asking someone./

(4) The other building /Repeat slide #4/ is a courthouse. Who can tell
why we might go
us what goes on inside a courthouse? ( )

When Linda walked inside the Federal Building, X_____, how could she find the Social Security office? ( ) She looked for an information
(6) desk but she didn't see an information desk. /Slide: Office directory/ She did see this office directory. W_____, what is the room number for the Social Security office? (210) V_____, what floor is it on? ( ) U_____, how could she find out which direction to walk? (Ask; follow
(7) arrows) /Slide: Arrow-Social Security/ When Linda came to the right
(8)(9) door, /Slide: Room 210/ she went in. She saw number cards /Slide: Num-
(10) ber cards/ so she took number 59 and went over to some chairs /Slide:
(11) Seats/ to wait. In a few minutes, /Slide: Clerk/ this clerk called out "Number 59." Linda went to her desk and was helped to fill out an application form.

/Distribute specimen application forms/ The clerk gave her this application form to fill out. There was a table for her to write on. Let's see how hard it is to read the form. (/Class participation/) Linda could read some but not all of the printing. She pointed to what words she could not read. The clerk told her what she was supposed to write.

The clerk read what Linda had written on the form, then she typed her
(12) name on a small card and typed a number on it. /Slide: Social Security card/ Linda's Social Security card looked like this except that she had a different Social Security number.

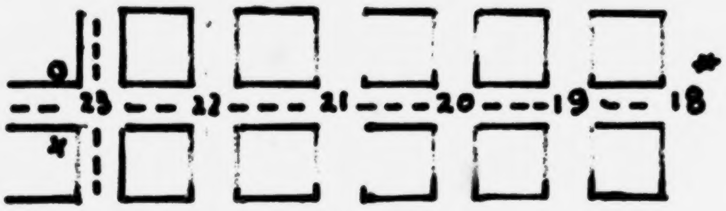
If Linda ever loses her Social Security card, she will have to fill out another one of these forms to get her card replaced. T_____, where would we keep our Social Security card? (   ) Linda put her card in her wallet.

When she left the office she had to find a bus stop where she could catch a bus that would take her near the restaurant. The vocational counsellor did not tell her which bus to take to get to the restaurant. She looked at the restaurant address on the slip of paper: 1718 West 39th. She showed the address to the clerk at the Social Security Office. These were the instructions he gave her: "You will take the 7th Street bus and transfer at 39th Street to the 39th Street bus." /Pause/ How many think they can remember those instructions and repeat them back. Hold up your hands. (/Call on one or two pupils/) Good. One of the most important things we do is to be able to remember instructions. She asked, "Where do I wait for the 7th Avenue bus?" He told her, "The bus stop is at the corner right in front of the building."

Linda went to the bus stop and waited. Everyone, what bus is she waiting for? (   ) Where does she look for the bus destination route sign? (What does she do when she gets on the bus? (Asks for a transfer and pays her fare.) She thought she knew where to transfer back to the 39th Street bus, but, to be sure, she asked the driver. He remembered to let her off at the transfer point.

While she waited for the 39th Street bus on West 39th Street, she noticed that the house across from her was numbered 2300. She knew she must not be far from the address 1718 West 39th.

/Draw on board and explain./*



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* Teacher or pupils might enlarge the map onto a roll of wrapping paper.

Parallel

The 7th Avenue bus travels on this route. /North and south/ The 39th St. bus travels on this route. /East and west/ Linda had to wait here / X / for the 39th Street bus going in this direction. /East/ The house / O / was numbered 2300. Linda knew she must be 23 blocks west of Main Street.

When she got on the 39th Street bus, she watched the house numbers as they passed each block. /East/ Houses in this block /indicate/ began with the numbers 22. Houses in this block began with numbers 21. S_____, what numbers did the houses in this block begin with? ( ) R_____, what numbers did the houses in this block begin with? ( ) Etc./ R_____, what numbers did the houses in this block begin with? ( ) /Etc./ Q_____, show us the block where she will find the address 1718. ( ) Yes. The restaurant would be right here. / * / Let's count how many blocks it is from the transfer point. /Count and demonstrate/ Yes, about five blocks.

(13) /Slide: Cafe/ Linda had an interview with the manager and he said he
would try her out as a part-time counter waitress after school. His wife
would show her what she would have to do. The manager's wife worked in
(14) the kitchen as a cook. /Slide: Counter/ The counter looked like this.
When a customer came to the counter, the waitress set a place for him.
(15) Who will tell us what that means? ( ) /Slide: Water/ She filled a
glass with water, set the water on the counter in front of the customer.
How many of you have eaten at a lunch counter? ( ) P_____, what else
(16) does the waitress do? ( ) /Slide: Giving menu/ She gives the custo-
(17) mer a menu. O_____, then what happens? ( ) /Slide: Menu/ The cus-
tomer looks at the menu, decides what he wants and orders it. N_____,
then what happens? ( ) The waitress writes it on a check. Then she
has to tell the cook what the customer wants. In some restaurants the

waitress calls the order out, "Ham on rye" or "No. 1 special" In some restaurants she writes the order and gives it to the cook. In Linda's restaurant, the waitress writes the order and takes it to the kitchen. When the food is ready, the waitress brings the food from the kitchen and serves the customer. She writes the price on the check and gives it to the customer. M_____, how does the customer know where to pay? ( ) When the customer finishes his meal he looks to see where the cash register is. If it is behind the counter where the waitress is, he knows he is supposed to pay the waitres. If it is on a counter near the door,
(18) /Slide: Paying/ he knows he is supposed to pay there when he leaves.

That is the story of how Linda got her part-time after school job. She knew she needed to practice writing orders and adding prices, so she asked the manager if she could take a copy of the menu home to study.
(19) /Slide: Menu/ Her mother helped her read the menu. Then her family made her practice writing down sample orders and finding the prices. She also practiced putting down a place setting and clearing the table.

L_____, what kind of work clothes do waitresses wear? ( ) They
(20) wear a uniform /Slide: Waitress/ that is nice looking and easy to wash. The uniform has a pocket so the waitress has a place to keep her pad of order checks and a pencil. Sometimes a waitress is expected to buy her own uniforms. Mr. Mackey, the manager of Linda's cafe, told Linda he would furnish a uniform. He asked her what size dress she wore so he could order the right size.

K_____, why did Linda need a Social Security card? ( )

J_____, where did she go to get a Social Security card? ( )

I_____, in what building was the Social Security office? ( )

H_____, how did Linda know where the office was, inside the building? (   )

G_____, who helped Linda read the application form? (   )

F_____, who told Linda where to catch the Parallel bus? (   )

E_____, who told Linda where to get off the bus at the transfer point? (   )

D_____, where did Linda go to apply for a job? (   )

C_____, what is her job to be? (   )

B_____, what is she going to practice? (   )

A_____,

/May ask other questions as desired./

Optional and Supplemental Activities

Practice writing specials from a lunch counter menu, with prices. Add prices; add tax.

Practice laying out place settings, "upside down" /i.e., as if working behind a counter./

Role play, customer giving order, waitress or waiter taking and writing order.

Discuss local bus routes and transfer points.

A field trip by bus, requiring a transfer.

Practice reading a sales tax chart.

Practice writing "orders" and prices on lunch room checks.

Resources

Joe Wheeler Finds a Job and Learns about Social Security. Publication OAS1-85a Social Security Administration. U.S.Dept. H.E.W., June 1964, for sale by Superintendent of Documents, U.S.Government Printing Office, Washington, D.C. 20402. Price, 25 cents. Free copies available from local Social Security offices. /A picture story booklet designed for use in adult basic reading courses, to give students an explanation of old age, survivors, and disability insurance provisions of the social security law./

FRED'S SAVINGS ACCOUNT

Objectives: To describe the deposit and withdrawal process

Materials:
- Slide projector
- Screen
- Set slides (VIII-C)
- Deposit slips
- Withdrawal slip

Vocabulary:
- after hours deposit slip
- booth
- branch
- checking account
- deposit
- difference
- drive-in-bank
- endorse
- interest
- motor bank
- pay check
- savings account
- savings book
- teller
- teller's cage
- teller's window
- withdrawal slip

Who are our two story friends? (We have been talking about Fred and Linda.) Linda has just been hired on her first real job. It is a part-time job and she lives with her family at home. Fred is working at two part-time jobs and is living on his own. Last week we saw pictures of Fred at the State Employment office, and a picture of his interview with the manager of a store who hired him to do the cleaning up every morning.

(1) /Slide: Store/ This is where he worked. His salary was $30 every
Friday, but because of deductions for tax and social security, his take
(2) home pay was $26.38. /Slide: Pay check/ On Friday his boss gave him his
pay check.

Last week we talked about what he owed for his board and room. How much does he owe for his first week? ($23.50) He owes the same amount for the next week and we are supposed to pay board and room in advance. Fred plans to pay Mrs. Miller $23.50 from this first check. Tomorrow he will pay her for the coming week from his filling station pay check.

How does he pay Mrs. Miller? (/Discuss/) He could endorse his pay
check and give it to her. She could pay him the difference between the check
and what he owes. /Optional: How much would she pay Fred?/ Fred could get
his check cashed at a bank and pay Mrs. Miller exactly $23.50. Fred wrote
his name and address on the back of his pay check and gave it to Mrs. Miller.
(3) She gave him a receipt /Slide: Receipt/ for $23.50 and $2.88 in change.

On Saturday after work, when Fred received his second pay check, for
IIIA
(13) $30.39, he thought he would cash his check at the bank. /Slide: Bank hours/
What happened? (The bank is not open on Saturday.) When is the bank open
for business? ( ) What could he do then? ( ) He could try to cash it
at a supermarket or a drugstore. Since he owed Mrs. Miller another $23.50,
he took the check to her to ask if she could cash it, and she did. She
gave him another receipt for $23.50 for one week's rent. How much change
did she return to him? ($6.89) How much change does he have from both pay
checks? ($9.77)

He planned to save 50¢ for lunches Monday through Friday. That adds up to $2.50. He discovered that he needed a tube of toothpaste and a package of razor blades. Let's look in our notebooks at our list of "Things I Need" to see how much he might have to pay for them. /Wait/ /Discuss and agree upon a price./ He has to save 25¢ for use of the washing machine and 25¢ for the dryer. What will he spend altogether? ( ) /List on board:

Lunches	$2.50
Toothpaste	.98
Laundry	.50
	$3.98

/

What money will he have left over? ($9.77-$3.98=$5.79) What might he do with the $5.79 he has left over? (/Discuss/)

He wanted to open a savings account so he would save a few dollars each week, or whenever he possibly could. He remembered the bank closed at 2 p.m. week days and was not open on Saturday or Sunday. Those bank hours made it difficult for a working person to get to the bank. On the outside he noticed
(4) a big slot /Slide: After hours deposit/. That is called an after-hours deposit slot. Fred thought maybe he could put $4 in an envelope and drop it through the slot. But he wondered how he might get his money back when he needed it. He decided to wait until Monday; then on his lunch break, walk over to the bank.

(5) /Slide: Teller's window/ Inside the bank Fred saw several men and
(6) women behind a counter. /Slide: Tellers/ He went to the counter and said he wanted to open a savings account. In a bank the counter people are called tellers. They are separated from one another by partitions or little walls. Each teller has something like a little booth or an office. They call them cages. There is a door at the back of each cage. Maybe these booths or cages are built as a protection for the money.

The counter in front of the teller is called a "teller's window." Once upon a time maybe each cage had a real window. Nowadays there is no window--just a counter, but they still tell people, "Go to window No. 1" or "Go to the Savings window," or what not.

Fred walked up to a window and said he would like to open a savings account. Most of the windows are for people who have checking accounts. There are some special windows for people who have savings accounts. The teller pointed to the Savings window. At the Savings window the teller

asked Fred how much he wanted to open the account with. He planned to save $4 every week so he would have money when he needee clothes or other items. He gave the teller $4. The teller gave him a card and asked him to write his name and address on it. Next, the teller gave Fred a deposit slip /demonstrate/ to fill out. Then the teller gave Fred a savings book.
(7) /Slide: Savings book/ The teller wrote in the bank book to show that Fred has $4 deposited to his account.

Now that Fred has an account at the bank, if he wants to make a deposit when the main bank is closed, he can put money, with a signed deposit slip, in an envelope and drop it in the after-hours deposit box. Many banks have a motor bank or drive-in bank in a building in a different location. These motor banks are usually open earlier in the morning and stay open later in the afternoon than the main bank. People don't have to *drive* in
(8) to a motor bank to use one! /Slide: Hazel - Drive-in bank/[a]

How could Fred get his money from the bank when he needs it? ( ) When he needs money, he brings his savings book. He writes his name on a withdrawal slip and fills in the amount of money that he wants to withdraw. He gives the withdrawal slip and his savings book to a teller. The teller gives him the money and writes in the savings book that he has taken that amount of money out of his account. He can also withdraw money from the drive-in branch office of his bank.

We have had some practice with our savings books, /Privilege point savings/ but have not had to use deposit slips. For practice, everyone will fill out a deposit slip as if we were going to add something to our savings account. /Distribute deposit slips/ /Practice filling out one or more./

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[a] Permission Saturday Evening Post, (c) 1959 The Curtis Publishing Co.

The savings account is the best kind of bank account to have because the bank will actually pay us interest to keep our money in a savings account. They pay us just a small amount and we have to keep it there for six months before they pay us at all, but it is nice to have our money safely in a savings account drawing a little interest.

What other kind of account can we have? (/Discuss checking/) A checking account isn't as good as a savings account when people are economizing because the bank charges us money for a checking account. Also, it is harder to keep track of how much money we have in the account.

/Quiz/

how
A_____, what did Fred do to endorse his pay checks? ( )

B_____, when he paid Mrs. Miller, what did she give him? (Receipt and change)

C_____, why do we need a receipt when we pay for something? ( )

D_____, why couldn't Fred cash his pay check at the bank on his pay day? (Bank not open Saturdays)

E_____, what does Fred need to buy this week? (Razor blades, toothpaste)

F_____, when is the main bank open on weekdays? ( )

G_____, why do banks have a deposit slot on the outside of the building? ( )

H_____, what do we call the clerks behind the counter at the bank? (Tellers)

I_____, what do we call the teller's booths? ( )

J_____, what do we call the counter where the teller waits on us? (Teller's window)

K_____, why did Fred want to save $4 a week? ( )

L_____, when do we need a deposit slip? ( )

M_____, when do we need a withdrawal slip? (   )

(9) N_____, /Slide: People at bank/ These people are lined up at a teller's window. What can you tell about the first person from what you see in the picture? (She has been shopping; is a mother)

O_____, what can you tell about the second person from the way he is dressed? (He works outdoors)

P_____, what can you tell about the third person? (He is wearing an apron. He might be a butcher or a grocer.)

Q_____, what can you tell about the fourth person? (He is carrying a bag that doctors use to carry their instruments.)

R_____, what about the last man? (Wears painter's overalls and cap)

S_____, why are all these people lined up at a teller's window? (They want to deposit or withdraw money or cash checks.)

T_____, since there are so many people and some of them are working people, what time of day do you think it might be? (Noon hour?)

U_____, why did Fred want to save money? (   )

V_____, how much did he plan to save every week? (   )

Optional and Supplemental Activities

Visit a bank

Practice endorsing a check

Role play cashing a check at bank

Role play opening a savings account

Encourage pupils to open a savings account

Keep record of a week's expenditure for incidentals

Resources

Hudson, Margaret W. and Weaver, Ann A. Getting Ready for Payday. Phoenix, NY. Frank E.Richards Publishing Co., 1963

Book 1	Checking Account	$1.00	
Book 2	Savings Account	1.00	(All three for $2.50)
Book 3	Planning Ahead	1.00	

Occupational Education Filmstrips for the M.R.:

1. The Job Interview
2. Stocker in Supermarket
3. The Waitress
4. Fixing a Flat Tire
5. How To Use Your Checkbook
6. The Variety Store
7. The School Cafeteria Worker
8. The Nurse's Aide
9. The Gas Station Attendant

Eye Gate. 146-01 Archer Ave., Jamaica 35, N.Y.

Hudson, Margaret W. and Weaver, Ann A. I Want a Job. Phoenix, NY: Frank E. Richards Publishing Co., 1963

Forms & procedures essential to job application $1.20

Hudson, Margaret W. and Weaver, Ann A. On the Job. Phoenix, NY. Frank E. Richards Publishing Co. $ 1.20

Preparing for Work - kit of filmstrips with accompanying syllabus for special class teachers and rehabilitation counsellors.

Work Orientation

- Why Do People Work
- Your Job Application
- Does it Matter How I Look?
- Now I Want a Job
- Job Interview Tips

Occupations

- The Maintenance Worker
- The Restaurant Worker
- Service to People
- The Sales Clerk & Office Worker
- Jobs in Transportation
- The Factory Worker
- A Look at Other Jobs

Work Adjustment

What Do You Do If?-(A) These present job situations and common
" " " " "?-(B) work adjustment problems, in story form.

Audio-Visual Educational Service, University of Minnesota, Westbrook Hall, Minneapolis, Minn. 55455

FOLLOWING INSTRUCTIONS, USING OUR HEAD, AND BEING CAREFUL

Objectives: To focus on the above as essential to job success. To point out that people make mistakes and are corrected without becoming upset

Materials:
Slide projector
Screen
Set slides (VIII-D)
Clock with large dial and second hand (not provided)
Menu problems on board or on a prepared chart (not provided)

Vocabulary:
apron
being called down
bill
bow knot
careful
clear counter
embarrassed
lunch check
lunch counter
mistake
moist
nervous
order pad
practice
stool
store
tableware
tip
toilet

Day before yesterday we talked about Linda's getting a part-time job at the cafe. Mr. Mackey was to order a uniform for her. He told Linda that he and his wife, who worked part-time at the cafe as a cook, would help her learn what to do.

Since Linda knew how to do so many things at home, she thought she should be able to do the job. What were some things she knew how to do? ( ) She knew how to set a table and carry food from the kitchen to the table. She even knew how to cook some things.

She was a little nervous that people would know she had never been a waitress before. She didn't like to have people stare at her. She hoped she
anything
wouldn't do something wrong that would make people look at her. What could Linda practice at home that might make her a good waitress? ( ) To prepare for her job, she took a menu home and had her family order different things

from the menu. She practiced writing the orders on small pieces of paper. Then she would practice trying to remember the prices of the items or she would look them up on the menu and would write them down beside the written order.

After school she went around in back of the cafe to the door Mr. Mackey had shown her. Mrs. Mackey was preparing food in the kitchen. When she saw Linda she said, "Your uniform is in a package in the rest room. You can change in there." She pointed to the door. The door didn't say "Men" /Write/ or "Women" /Write/; it just said "Toilet." /Write/ Linda used the hook inside to fasten the door so no one would accidentally come in while she was changing. The uniform seemed to fit but she could not see it because the mirror was a small one and was up high over the wash basin. In the package there was a little apron. She put it on and tried to tie a bow knot with the strings in back. She wished she could see how she looked. There was a sign on the wall that said, "Have you washed your hands?" She washed her hands. She was ready to be a waitress.

Back in the kitchen Mrs. Mackey pointed to the lunch counter where another waitress was working. She told her three things. "You work this end. Eunice will show you where we keep things. She'll give you an order pad." Suppose you were Linda, A_____, and you heard Mrs. Mackey. What instructions did she give you and what does she mean for you to do? (/Discuss/)

A customer came in and sat at one of the stools at Linda's end of the counter. What would Linda do? (   ) The drinking glasses were kept near the fountain. She filled a glass and set it on the counter in front of the customer. Then she reached under the counter for the table ware and put down a knife, fork and spoon. She saw Eunice looking at her. Sometimes when people look at us that way it is a signal we have done something wrong. Can you think what was

(1) wrong? ( ) Linda watched Eunice. /Slide: Water/ This is what she
(2) saw. /Slide: Water and table ware/ This is what Linda put down. What is the difference? ( ) Why did Eunice not put out the tableware? (She waited to find out what the customer was going to eat.) If the customer only wanted coffee, she gave him a spoon when she served the coffee. If the customer only ordered pie, she gave him a fork when she served the pie.

Linda served water to her next customer and waited to find out what he would order. When she brought him his vegetable soup, she gave him a little package of crackers to go with the soup. Linda used her head when she thought to give the customer crackers to go with his soup. No one had told her to do that. That is an important thing a waiter or a waitress has
(3) to do. She gave the customer a spoon. /Slide: Soup--small spoon/ The customer looked at her. What was wrong? ( ) He held up the spoon without saying anything. Linda felt embarrassed but she gave him a soup spoon and said, "I'm sorry." That was a good thing to say. Everyone makes some mistakes and the customer didn't think anything more about it. When he
(4) left, /Slide: Tip/ he left a 10¢ tip beside his plate.

(5) /Slide: Two spoons/ Which spoon is a soup spoon? ( ) Which spoon is a teaspoon or coffee spoon? ( )

It is important to think on the job. Some people will want something else to go with what they ordered. People who order coffee or tea may want sugar and cream to go with it. People who order salads may want--what? (Salad dressing) People who order steak may want--what? (Steak sauce, catsup) /Think of other combinations, if desired: chili with vinegar or pepper sauce and crackers, baked potatoes, or bread with butter, water with ice./

The other waitress, Eunice, did things much faster than Linda because Linda had to think hard and watch how Eunice did things. When she had several customers at a time, the customers sometimes had to wait because Linda was slow at writing orders and at adding up the prices.

Let's time ourselves to see how fast we are and whether we get any faster with practice. /Indicate "orders" "problems" on blackboard or on chart./ For our first trial, to find out what our beginning speed is, everyone will have ____ minutes to write down orders and to add the prices. Write one order at a time and add it up; then write the next order and add it up; and so on. Stop when I call "Time." Then we will have a second trial. Let's find out whether we get faster with just one session of practice.

/At conclusion of each trial, pupils tally number of completions./ How many of you finished adding more orders the second time? /Count and put figure on board. May discuss extent of improvement, etc./ Many of us were able to work faster the second time. With more practice and with trying hard everyone could work them faster.

Linda tried to be very careful about how she did things. She didn't fill the glasses or coffee cups too full. She set them down carefully. When a customer left, she cleaned the counter. She took the dishes to the kitchen and cleaned the counter with a moist cloth as soon as she could. She tried to notice when customers' water glasses were empty.

Most of the time Mr. Mackey was the cashier. Customers took their lunch checks to the cash register. Mr. Mackey would add the sales tax, take their money, and give them change.

Linda noticed that Mr. Mackey looked rather sharply back at her and then she saw he was talking with one of her customers. They seemed to be talking about the bill--the lunch check she had given the customer. Mr. Mackey didn't say anything to her until there were no customers. Then he showed her the check. The customer had looked it over before paying it. At first he ordered a ham sandwich and coffee. Linda wrote it down and put the price on the bill. When he had finished his sandwich, Linda asked, "Would you like something else?" He had asked for a piece of pie. At this cafe, the pie was kept in a little cupboard behind the counter and the waitresses served it without having to go to the kitchen for it. Linda forgot to write it on the check. The customer noticed it wasn't on the bill and since he was an honest, nice man, he told Mr. Mackey he had had pie that wasn't on the check.

How do you think Mr. Mackey felt? (/Discuss/) He was worried that Linda might be forgetting other things, but he watched her and decided she was trying hard to do a careful job. He didn't call her down, he just showed her the mistake, so that the next time a customer ordered something after his check had been filled out, Linda would remember to put it on the bill.

Before we finish today--how well do you think Linda did on her first day of work? /Discuss what she did well and what poorly./

/If pupils were Linda, how would they feel when a boss might show them they had made a mistake? Etc./

Optional and Supplemental Activities

Spelling quiz using words from menu.

Discuss and do research on short cut writing of orders.

Describe foods named on menu.

What could Fred order for lunch that would not cost more than 50¢?

How many pupils have eaten how many of the foods named on the menu?

What combinations of foods would make a "well rounded" diet? What do they cost?

BEING RELIABLE--DEPENDABLE

Objectives: Continue to focus on qualities needed for job success

Materials:
Slide projector
Screen
Set slides (VIII-E)
Alarm clock (not provided)

Vocabulary:
abscess
absent
ache
alarm clock
appointment
artificial
assistant
being fired
compare
dental clinic
dentist
dependable
expect
fee
injection
jaw
throbbing
overslept
punctual
receptionist
recommend
reliable
unreliable
X-ray
toothache

Today we will talk about work on a job and will compare work on the job with school work. School is for you. The teacher is there to help you. On a job it is different. The workers do things to help the boss. That is what he pays them to do. If the boss thinks the workers will be able to learn the work, he will keep them on and will try to coach them how to do the job better. If the boss thinks they can't learn, or won't learn, he will fire them and will find someone else to do the job. Some bosses expect employees to know how to do the job when he hires them.

Being on time is important. When we are in school, if we are late, we have to /fill in the procedure/. Even if we are often late, no one fires us from going to school. On the job, however, if we are late and don't make up the time, the boss may deduct money from our pay check.

It is important to get to work on time. Fred had to be at work at 8 a.m. His job is not far from Mrs. Miller's boarding house, so he walked to work. It took him about 5 minutes to walk. How long will it take him to change from street clothes to work clothes? (   )

When Fred moved into his boarding house, his landlady asked him what time he wanted breakfast. Fred said he had to be dressed in work clothes ready for work at 8:00. What time should they decide to have breakfast? They decided to have breakfast at 7:30 so he could have 10 or 15 minutes to eat, five minutes to walk to work, and 10 minutes to change clothes.

At first, Fred didn't know how long it would take to wash and shave and get dressed in the morning. He thought it might take 30 minutes to do all that, so he set his alarm clock at 7:00. Who will come up and set the alarm clock for 7 a.m.? (   ) /Demonstrate the alarm/

How many of you know how long it takes you to wash up and shave and dress, or to wash, fix your hair and dress, and get ready for breakfast? /Discuss estimates. Some people do things faster than others; some people do more preparation when they are getting ready. Discuss how many use alarm clocks and get themselves up; how many depend on mother. How many have an alarm clock of their own?/

If we expect to seem grown up to our parents, we need an alarm clock. We need to set the clock ourselves and get ourselves up when it rings. If mom has to get people out of bed in the morning, they will seem like children to her.

How would Fred get to work if he lived a long way from work? (Would have to walk to a bus line, and ride on the bus, or might ride with someone in a riding pool.) /Explain ride pools/ He would have to allow more time to get to work. Who remembers how much time it took Fred to walk to the store? (5 mins.)

/Discuss how long it takes pupils to get to school./

If his job was further away from his house, it might take him 30 minutes to get there--or even longer, so he would have to leave Mrs. Miller's house 30 minutes earlier. What time does he leave the house now? (7:45) If he had to leave 30 minutes earlier, what time would he leave? /Clarify by demonstration with clock or clock face./

What time in the morning does he have breakfast? (7:30) If he wanted breakfast 30 minutes earlier, what time would it be? (7:00) /Teacher demonstrates or has pupil demonstrate, using clock face or clock./ If he had breakfast 30 minutes earlier, he would have to get up 30 minutes earlier. /Teacher may have pupils try to figure this out or may demonstrate./ He would set his alarm clock for 6:30.

Once in awhile something happens that we can't help, and we are late to school. When we are late to class, what happens? (   ) Sometimes nothing--sometimes our teacher asks why we are late. If the teacher thinks we are unreliable, undependable, she might scold us and be angry. If we are often late to work and if our boss thinks we are unreliable and undependable, he will fire us, and then we will not have a job, and we will not have a paycheck.

One morning Fred's clock stopped and the alarm did not go off and wake him. At 7:15 when he did not come for breakfast, his landlady called and woke him. He was worried because he did not want to be late to work. What should he do? /Discuss/ (He dressed faster than usual. He ate breakfast faster than usual.) Then, before he left the boarding house, he telephoned the store. His boss answered. Fred said, "My clock didn't wake me and I overslept. I will be a few minutes late." Why is it good that Fred phoned his boss?

He walked faster than usual. He was only a few minutes late. He put on his work clothes and worked faster than usual so everything would be cleaned up by the time the store opened and people came in to buy things. That evening Fred told his boss he would stay a little later to help, if he wanted him to, to make up for being a few minutes late.

Fred is almost always on time. The word for being on time is "punctual." Fred is punctual. The boss likes it that Fred is on time, and that he was careful to telephone him the day when he had to be late. Fred is reliable.

Sometimes something happens that we can't help and we have to be absent from school. We might be sick. If we are going to be absent from class, what do we do? (   ) We usually don't telephone the school to say we are not coming. But, if we have to be absent from work, we must telephone so the boss will know we are not going to be there to help. The boss has to know so he can get the work done by someone else.

One morning Fred woke up and felt a lot of pain in his jaw. There was a throbbing ache that seemed to get worse while Fred was dressing. He told Mrs. Miller how it felt. She recommended her dentist but she told Fred he would have to telephone for an appointment. Her dentist would charge $7 for a visit. There would be an additional charge for X-ray pictures of Fred's teeth. If a tooth was abscessed, the dentist would have to pull out the tooth so the infected place would get well. It costs extra when a dentist pulls a tooth. /Discuss dental experiences. Who has had toothaches and pulled teeth? How does one make an appointment? What are baby teeth and what are permanent teeth?/ When one of our permanent teeth has to be pulled, what does the dentist do? (Makes an artificial tooth that he fastens to our other teeth.) The dentist has to charge money to make the artificial tooth.

Mrs. Miller knew Fred was trying to economize so she told him about the Dental Clinic. Most of the dentists at the Dental Clinic are students learning to be dentists. The Clinic fees are much less expensive than the fees of private dentists. When we go there, the first time, we usually have to wait a long time to get in. But they don't charge so much for their work. Fred telephoned the store to tell his boss, Mr. Allen, he had a very bad toothache and was going to the Clinic. How do you think his boss would feel? (He would not like it that Fred wouldn't be there to do the work. But he would want Fred to have his teeth taken care of so he would feel well.)

(1) /Slide: At dental clinic/ Fred went to the receptionist desk and said why he was there. The receptionis wrote it down and asked him to wait. After quite a long wait, someone called out, "Fred Russell." He went over
(2) to the receptionist desk. The receptionist told him where to go. /Slide: In chair/ What is happening here? (The dentist's assistant is getting Fred ready for the dentist.) They will probably take X-ray pictures to find out if there is an infection in the root of one of the teeth. When Fred left the clinic, he was feeling much better.

How would we call the store to tell the boss we won't be at work? /Discuss, or role play. Which approaches are best?/

While on the subject of not getting to work, can we think of any reasons to be absent besides being sick? ( ) /Encourage discussion so as to learn whether pupils feel personal desires outweigh job expectations of reliability./

/Designate a pupil as boss and a second pupil as a sick worker who is telephoning to report he will be absent. The worker telephones to explain his situation. Class can respond to worker's explanation and to boss's responses./

/Assign two other pupils to repeat the role play./

/Optional to assign other pupils to role play the situation of a worker who is 30 minutes late, without telephoning. The store is untidy, customers come in and note dirty floor, and windows. Boss is not happy, etc./

Optional and Supplemental Activities

Have pupils clock:

1. dressing time
2. breakfast time
3. time it takes to get to school
4. might clock other tasks

Discuss making appointments with private dentists

Resources

Fudell, S.E. & Peck, J.R. How to Hold Your Job. NY: John Day Co. 1967

PREFACE TO WEEK IX

General Topic: The importance of making friends. Various kinds of recreation. Dating etiquette.

☐ Read through Week IX lessons

☐ Schedule time

☐ Preplan for modifications and supplemental activities

☐ Arrange for materials and equipment:

_____ set slides IX-B, IX-C, IX-D, IX-E
_____ projector
_____ screen
_____ run Dittos #27 (IX-A), #28, 29 (IX-D)
_____ newspaper amusement section (IX-A)
_____ church page (IX-A)
_____ community center schedule (IX-A) (optional)
_____ YMCA, YWCA schedule (IX-A) (Optional)
_____ chart: "What I Like to Do" (IX-D) (Optional)
_____ decks playing cards (IX-E)
_____ Hoyle's Rules of Games (IX-E)

AFTER HOURS--RECREATION AND FRIENDS

Objectives: To discuss the need for friends and the expense of recreation.

Materials:
Newspaper amusement section (not provided)
Community Center schedule " "
YMCA schedule " "
YWCA schedule " "
Quiz - Ditto #27

Vocabulary:
admission fee
afford
acquainted
amusement section
attend
boarder
church service
classified
collection plate
economize
entertainment
exciting
expenses
interested
lovely
lonesome
owe
player
pleasant
recreation
return
roller rink
show
worst

One of the worst days Fred had to spend was the first Sunday he was in town. He didn't know anyone except the people who worked at the store and the station, and the two other men who were Mrs. Miller's boarders. By the time he finished breakfast, he knew it was going to be a lonesome day because he couldn't think of anywhere to go or anything to do. Mrs. Miller had a television set and Fred knew he could sit and watch television, but it didn't make him feel good to sit and watch television while he was feeling lonely. He thought he would like to go where there were more people. He thought of
movie
going to a good show. If it was an exciting show or a funny show, it would make him feel good for a couple of hours. But Fred owed his landlady rent, remember. He was economizing so he would be able to pay his expenses for
it didn't cost him
the next two weeks. He thought he might do something if his expenses weren't more than a dollar for the whole day. Who can think of something that a per-

son might do that wouldn't cost much on a Sunday. /Encourage interest and discussion. List./*

Fred looked at the ads in the amusement section of Mrs. Miller's newspaper /demonstrate amusement ads/ because he wanted to find out how much admission movie theatres charged. Does anyone know what they charge? (/Discuss range of prices. May have pupils search for prices in ads or telephone local theatres to inquire./)

He found one theatre that charged 90¢. The others were more expensive. But he would have to pay bus fare to go and to return. Bus fare was _____ each way. What would the day's entertainment cost him altogether? /Point out this does not include popcorn or soft drink./ It was too expensive. Besides, if he went to a show when he was feeling lonely, he would feel lonely again when the show was over. /Write: Movie 90¢
60¢
$ 1.50 /

Have any of you ever felt the way Fred felt?--to feel lonely and to wonder what you could do to make yourself feel better? ( ) /Discuss this lonely feeling. What do we do to make ourselves feel better? Are there good strategic suggestions among pupil responses?/*

Next, Fred thought about going to a roller rink. There would be lots of people there and he wouldn't feel as lonesome as he would if he sat alone in a movie theatre. Mrs. Miller looked in the classified telephone directory and found several skating rinks were listed. /May have pupil search for skating rink listing./ Since the ads did not tell what they charged for admission, Fred telephoned to ask. /May have role play inquiry, or may have pupil telephone to inquire./ They charged 55¢ for admission and 35¢ to rent skates. How much is that? ( )

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* Possibilities: Take a bus ride to a park, a zoo, a museum (if open). Ask Mrs. Miller to read through the paper to see if something special might be going on--such as a free movie at a school or a center. Ask Mrs. Miller for suggestions. Ask other boarders for an idea. Visit a church; especially one that might advertise afternoon activities, or a dinner. Do his laundry and ironing. There are sometimes free movies at libraries. Telephone to learn if a community center is open and offering a program.

The skating rink was open from 1:30 to 4:30 on Sunday. /Discuss skating. How many pupils can skate? How did they learn? When do they go? Do they go with friends? Do they like it? Who would teach beginners how to skate? How does one dress? Etc./

Mrs. Miller told Fred none of the skating rinks were within walking distance of the boarding house. He would have to pay bus fare. What would it cost altogether? ( ) /Write:

Skating	$ .90
Bus	.60
	$ 1.50

/

That was more than Fred thought he should pay for recreation while he owed Mrs. Miller for board.

Fred remembered the YMCA. He knew they had a pool table and table tennis and other equipment for games. There might be other people there. Who remembers what they charged by the hour? How much is bus fare? ( ) What would it cost Fred to go and return and play pool for only one hour? ( )

/Write

$ .50
.60
$ 1.10 /

Fred didn't know anyone at the Y. If he went over to the Y he couldn't be sure of finding someone to play with. Not all YMCA's are open on Sunday. How should he find out? ( )

/For additional problems and discussion, refer to suggestions made earlier that are listed on blackboard./

Mrs. Miller suggested Fred could attend a church that was within walking distance. He could listen to the minister during the service. Some of the church members might speak to him after the services. Also, after the service Fred could talk with the minister and tell him he had recently moved into the neighborhood and hoped to become acquainted with some of the church members. Mrs. Miller showed Fred a page in the newspaper where different churches advertised their services. /Demonstrate/ She read the ads to him. One church advertised they were having a dinner at noon at the church. She thought Fred should attend church and stay for noon dinner. The advertisement said the dinner would cost $1.25. Fred was expecting to pay Mrs. Miller 75¢ for his Sunday lunch.

What do you think Fred should do? (/Discuss. He should have something for the collection plate at church. Encourage pupils to search for good alternative ideas./) Mrs. Miller thought Fred should attend church and stay for dinner because it would give him a chance to get acquainted. She told Fred to go to church and stay for dinner and he would not have to pay her for lunch.

Watching television and going to shows can sometimes keep us from feeling alone, but if we want to prevent that lonesome feeling, we need friends. When we move to a new place, it is important for us to go places and do things so we will get acquainted with people and gradually make some friends.

Let's talk about friends and how we can have fun being together without spending much money. /Help pupils think of simple, friendly activities they have enjoyed./

We usually don't think about how we make friends. There are some people we like and we wish they would like us. We usually don't think about what makes people like us or not like us.

Several weeks ago we thought about some things that make a good impression
have been giving ourselves a rating every week.
on others and we gave ourselves a rating.

Perhaps we could think of what it is we especially like in our friends and could make a "friendly person chart" that would help us all. If we knew why people liked us, we might try to become even more likable.

/List pupil names on blackboard./ I want everyone to think about A_____ and tell me one thing you like about A_____. /If it is a pleasant attribute, list it beside A_____./ /Optional, teacher may ask for other likable attributes. Since, however, there may be a pupil who is generally not liked, it may be less hurtful to the less popular to ask for a single attribute per pupil./

Now, everyone think about B_____ and tell me one thing you like about B_____. /List/

Etc.

/Teacher shows pleasure in response to pupil efforts and looks appreciatively at each pupil as he is rated. If pupils fail to supply an attribute, teacher immediately supplies a likable attribute, which, when further developed, will be an asset in interpersonal relations, writes it, and looks appreciatively at the rated pupil./

/It may be advisable at the conclusion of the rating to erase the list and not have a permanent record. The procedure could be repeated at intervals during the year./

Today we have been talking about the need we all have for friends. We talked about what Fred might do on Sunday. His landlady, Mrs. Miller, wanted to help Fred get acquainted with some people so he might make some friends. Mrs. Miller seems to be a friendly person because she has done several things to help Fred.

/Optional to review those helpful things she has done./

Tomorrow we will talk more about friends and also about people who are not friends.

/Optional: Written or verbal quiz./*

Optional and Supplemental Activities

Pupils use newspapers and/or other community publications to prepare a list of free or inexpensive recreation, together with date, location, hour, and information as to entrance requirements (i.e.,admission fee, sex, age, club membership, etc.) Emphasize where one finds such information.

YMCA's, YWCA's, Jewish Community Center, Catholic Youth organization, and civic community centers have programs that are not regularly listed in newspapers. Membership fees and program enrollment fees vary from one community to another. Their programs and fees can be procured by a telephoned request. Pupils might be assigned task of a telephone request for a copy of an agency's recreation schedule. Information from all schedules could be combined into a calendar of recreation events.

Investigate cost of phonograph records, record player, radio, TV, local movies, bowling, skating, baseball tickets, equipment for fishing (including license), etc.

Resources

Lawson Series Workbooks for retarded and slow learning students.
Newspaper Reading
- Sports page
- Radio & TV logs
- Advertisements
- Movies
- Vital statistics
- Etc.

Gary D. Lawson, 9488 Sara St., Elk Gove, Calif. 95624 $1.60 ea.
1.50 ea.
lots of 10

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* See optional ditto #27

If the school situation is one in which the last portion of the discussion cannot be conducted with a mixed group, other arrangements may be made.

AFTER HOURS--FRIENDS AND OTHERS

Objectives: To discuss important differences in people and ways of protecting ourselves from trouble.

Materials:
Slide projector
Screen
Set slides (IX-B)

Vocabulary:
belongings
cool it
coward
daughter
excuse
intercourse
intimate
institution
involved
kind
make out
penis
petting
privacy
secret
sexual experiences
sexual relations
sneaky
spoiling for a fight
steal
thief
troublemaker
trust
ugly
under control
unfriendly
vagina

Yesterday in talking about Fred, what were we discussing? (   ) When we are not working, we need other things to do. Some things that we enjoy we call recreation, or amusement, or entertainment. /May review a few specific amusements./

When we have friends we can often think of things to do together that do not cost us money. /May review or mention some./ We talked about our need for acquaintances and friends. What other things did we discuss? (Practiced finding what entertainment and recreation is available, and the cost of admission.)

We can tell that Mrs. Miller is a friendly and helpful person because she has done several things to help Fred. She is probably nice to everyone. /May review/ We might call her a kind person. Not all people are friendly and kind, are they? ( ) Many people just want others to leave them alone. They don't pay much attention to others. They don't listen very well. They don't try to help. They don't want to hurt anybody, but they aren't friendly to everyone. /May discuss pupils' experiences with unfriendly people./

Besides the nice people and the people who want us to leave them alone, there are some people we have to learn to be careful about.

There are some people who want something that we have. It might be our money, it might be something else we own such as a ball point pen or a sweater or a coat. A person who takes things that do not belong to him, without permission, is a thief. We must learn to protect our belongings. We can't tell that a person is a thief by the way he or she looks. They might be neat and clean and they might make a good impression. We might meet them--at school, in a bus station, at work--we might meet a thief anyplace. There is no way for us to know that such a person is a thief until he or she is "found out." How do we protect ourselves from thieves? (/Discuss/)

(1) We have to lock things up when we are at school. /Slide: Locker/

(2) What do we call this? ( ) How do we use it? ( ) /Slide: Baggage locker/ What do we call this? ( ) How do we use it? ( ) When we are travelling we need to be very careful to keep our suitcase beside our seat in the waiting room, or locked up in a baggage locker. We can trust the bus driver or the ticket agent with our bags, but we do not trust most strangers with our belongings.

(3) /Slide: Door lock/ To protect our belongings at home and to protect ourselves, we lock the doors and the windows of our homes. If we move into an apartment or a hotel or a motel, or a YMCA, it is important to keep our

doors and windows locked.

Sometimes, when we have to share a room at home with someone, we wish we had a way to keep others from borrowing or using our things. They don't mean to steal them, but they may borrow them without permission. /Discuss pupils' experiences./ If people at home borrow our things without permission, we can tell them we don't want them to. We can ask our parents to help stop them.

Sometimes we don't have enough privacy. We may have things we don't want everybody to see, or to know about, or to use. We wish we had someplace we could keep them where our brother, or maybe our sister, wouldn't get into them. One way to keep things private is to lock them up.

When Fred Russell moved in to the boarding house, he wanted a metal box that he could lock so he could keep things private and safe. One thing he wanted to lock up was his bank savings book.

(4) /Slide: Fred and lock box/ Fred is shopping for a box with a lock
(5) on it. /Slide: Cashier/ What is happening here? (He is paying the cashier for it.) What kind of store do you think this is? (This is a large drug store.) We can find metal boxes and locks in hardware stores and in department stores in the--what--department? (Hardware department) When Fred puts things in his lock box to keep them safely in his room, what would he do with the key? (/Discuss problems of keeping a key hidden./)

Besides thieves, there are other people we must learn to be careful about. Who are some of them? (/Encourage pupil responses and discuss how to protect oneself./)

There are some people who act "ugly," as if they are "spoiling for a fight," "looking for trouble"! We can usually tell when a person is looking for trouble. How are some of the ways we can tell? How do they behave? (May talk rough and loud; say mean things; may act drunk; may go up and push people; try to make them mad enough to fight.) They seem to enjoy fighting and beating people up. If we find ourselves close to somebody who acts as if he is looking for a fight, what might we do to protect ourselves? (/Discuss/) It is a good plan to get out of the way without talking back and without doing anything that he could call an excuse for a fight. The person who gets out of the way of a trouble maker is not a coward; he is using his head. /Discuss pupil experiences./

There are some people who don't want to fight but who get a kick out of making us mad or making us feel unhappy. We can tell when someone is trying
our goat.
to get us upset. How do they behave? How can we tell? (They say mean things; laugh at us; call us names.) We know they don't want to fight. They enjoy getting us upset. If we have to be near someone who seems to get a kick out of saying some mean things that upset us, what might we do? /Discuss different opinions among pupils. Role play practice situations, trying out several pupil prescriptions. Again discuss. Which are the most effective ways of responding?/

There are some people who want us to do something that is against the law, or that would hurt someone, and they try to get us to help them. Is
tell
there a way we can guess that somebody is trying to get us involved in something that would cause trouble? (They might act sneaky about it.) If we are with someone who wants us to help him do something mean to others, or something sneaky, what might we do? (/Discuss/)

The teacher may wish to involve school nurse, school counselor, or another teacher of opposite sex in the following discussions:

Boys have to be careful about their acquaintance with some men. There are some men who want to have sexual experiences with boys. The men may be nicely dressed and may make a good impression. They may act very nice because they want a boy to trust them. They are not nice men, however, because they are only thinking about what they want. It is not good for a boy to have sexual experiences with a man or another boy. /Discuss behaviors that we may view as caution signals./

Women and girls have to be careful as they become acquainted with men and begin to date them. Most women want a man to love them and to think of pleasant things for them to do together. A woman wants a man to like her well enough to marry her. When people are married they have sexual relations. When people have sexual relations, the woman may get pregnant and have a baby. Men usually do not want to get married and take care of a family, but they often do want to have sexual relations with a woman or a girl.* It is a big mistake for a girl to let a boy or a man get excited by petting and feeling her. The next thing you know, he will want her to lie down with him so he can put his penis in her vagina. That is called "making out" or having relations, or having sexual intercourse. When a girl can't learn to protect herself from having sexual relations with men, she is apt to get into trouble with her folks and others. They think a girl should learn to cool it when a man gets excited. If she can't learn to cool it, she may be sent away from her home to an institution so she can be protected. In an institution she is apt to be treated like a child instead of being treated like a young woman, and there are other things about being in an institution that she won't like. It is important for any girl to learn how to date boys and have a nice time with them without letting them have sexual relations.

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* Retarded girls are very vulnerable. Typically, most of them have no idea of the specifics of sexual behavior and, with a little attention, can be easily seduced.

One way to have a nice time without getting into trouble is to go to parties at school or in church or in nice homes where grown-ups help the girls keep things under control. It is easier to keep things cool when we are with a lot of other people and there is a lot of activity going on. We can have a nice time together at places like a roller rink or a bowling alley.

It is harder to keep things cool when couples are by themselves. That is why parents want to know where their daughters are going on dates and want to set a time for them to be home. It is hard to keep things cool when a couple is in a dark place like a movie, or in a car at night.

A few weeks ago we were talking about how people protect themselves by building walls and fences and by having doors and windows that lock. Today we have been continuing that discussion. There are people we have to protect ourselves from. We keep our doors locked. When people come to the house and knock or ring the bell, what do we do? (We try to see who they are without unlocking the door. We can ask, "Who is it?") A young person should not open the door to a stranger.

When we are not at home and there are no walls or doors to protect us, there are things we can do to protect ourselves from getting into trouble. We are careful about where we will go and what we will do. We try to be careful about the boys and men we decide to go out with. We need others, such as our parents, to help us keep things under control.

We all need to know how to cool it if our date becomes excited and tries to get us to have relations with him. /Discuss "cooling" techniques:/ Tell them real strongly "All systems are 'stop'!" "So it's enough already!" "John, I love you like a brother!" "Cool it!" "Down, boy!" and show them
wishy-washy
you really mean it. /The difference between a half-hearted protest and a firmly vigorous protest might be taught by role play./

Optional and Supplemental Activities

Discuss gestures which imply invitation.

Resources

Social Hygiene Guide: Dating and Courtship. Jacksonville, Ill. Illinois School for the Deaf. 1966

___________________: Marriage, Childbirth and Family Living. Jacksonville, Ill. Illinois School for the Deaf. 1966

Filmstrips: Responsible Sex Attitudes
Responsible Sex Behavior
Society for Visual Education, 1345 Viversay Parkway, Chicago, Ill.

What to Tell Your Children about Sex. Child Study Assoc. of America. 9 E. 39th St., N.Y., N.Y.

How babies are born. B.E.Hodges. Kansas City, Mo.: Printing House, 1966.
Picture book with large print and second grade vocabulary.

Love and sex in plain language. E.W.Johnson. Philadelphia, Pa.: J.B.Lippincott Co., 1965
Excellent. Requires 6th grade reading ability

Growing up. K. de Schweinitz. NY: The Macmillan Co. 1963.
The classic revised. Perhaps 4th grade reading level

A DATE WITH LINDA

Objectives: To describe dating behavior

Materials:
Slide projector
Screen
Set slides (IX-C)

Vocabulary:
accept
check
"cool it"
counter
customer
date
greet
"giving the freeze"
introduce
invitation
nervous
personal
pleasant
pushy
schedule
snack bar
stranger
tip
unpleasant

Fred, on most days, went to the cafe where Linda worked. He sat at the counter at the end where she waited on customers. She always smiled and said, "Good Evening." She brought him his glass and the menu and would wait for him to give his order. Fred wanted to get better acquainted. He wanted to meet a girl who liked to skate and dance--who was fun to be with. He thought he would enjoy going some place with Linda. When the place was not too busy, he talked with her. He would joke about things and she would smile, but she never acted loud or silly. He knew her name because he heard Eunice, the other waitress, call her "Linda." He didn't use her name when he talked with her, because no friend of Linda's had ever introduced him to her. Although it was her job to serve him food, it wasn't part of her job to accept everybody as a friend. If he called her by name when no one had introduced him, it would be rather like a person opening the door to someone's home without an invitation. For the same reason, he never said anything "personal." What do you suppose that means? (/Discuss. Can pupils give examples?/)*

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* Possibilities: "You turn me on."

Linda could tell Fred liked her because he came in so often and would sit where she would wait on him. He also paid attention to her, would smile and talk, and was nice about it. He didn't get personal.

We can tell when people like us, can't we? ( ) How can we tell? What are the things they do, that we can read just like signals? (/Encourage thought and discussion. Pupils may need role play, plus teacher demonstrations of real-life examples of behavior that signal "I like you."*/) It is usually better to show people we like them by paying attention to them and by looking pleasant than to make personal remarks. Can you think why this is so? ( ) Personal remarks make lots of people think we are too pushy and "too close." It makes them "close the door." Do you know what I mean? ( ) /Do pupils understand the metaphor?/ Another way of explaining it is to say they want to "cool it." They may "give us the freeze." How do people act when they are "closing the door" or "giving us the freeze?" (/Encourage pupils to think and to try to demonstrate./)**

Who can tell us what a tip is? ( ) When a waitress or a waiter has served us in a restaurant, we leave some extra money on the table near our plate when we have finished. A tip is a way of saying, "Thank you for serving me well." When we sit at a table in a restaurant, we would leave a 10¢ tip if our bill

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* Possibilities: People who like us may stay somewhere near us--don't move away from us. They pay attention to us; look at us with a pleasant expression. They try to think of things we might like. They try hard to make us like them. Some people might think we would like them if they "show off"--do a lot of things that attract attention. Some people think we will like them if they are strong, or funny, or are very considerate, or do crazy things, etc.. When people seem to be trying to attract our attention, we can guess they think they like us.

** Some of the signals: Standing stiffly or turning away or moving away; looking at us without any expression or with an unpleasant expression; using an unpleasant tone of voice when speaking to us.

bill was less than 75¢. We would leave a bigger tip if our check was higher. When we sit at a counter instead of at a table, sometimes people don't leave tips, but it makes a man feel better if he does leave a tip. Suppose you were Fred and your bill was 50¢, what would you do about a tip to Linda? (/Discuss. Would Fred leave the usual 10¢ tip? Would he leave a bigger tip?/) Fred should leave just the usual tip that anyone would leave. If Linda decides to go out with him, it will be for other reasons, and not because she likes his money. They have a better chance of being friends if he does not try to attract her attention by leaving a big tip.

Fred thought she liked him because when she brought his lunch she didn't go far away. If there weren't other customers, she would stay and talk.

One day he told her he would like to take her to a show or someplace she might like to go. She said she would think about it. Why was that a good thing for her to say? (/Discuss/) She told him she would think about it because she wanted to find out what her mother and dad would think about it.

Parents usually want to get acquainted with their daughter's dates so they will have a better idea of what kind of people they are. Mr. and Mrs. Havens asked Linda quite a few questions about Fred. Of course, Linda couldn't tell them very much about him because she didn't know very much about him. She had found out he worked at the store and the filling station. She knew his name was Fred Russell and he had told her his mother lived in Batesville.

What were some of the things her parents would want to know? /Encourage pupil discussion of what and why./ Parents usually want to help protect their youngsters--especially their daughters. They need to find out things about the people they want to date. What they really want to know is whether a girl's date will treat her well; whether he is dependable and honest; and whether he would be a good husband, in case they should get serious about each other. There isn't any way to find this out just by asking a person. Parents have to decide that a boy is nice by watching what he does. They may decide he is dependable and honest by finding out that he carries through--he does what he says he will do. Is it hard to tell who might make a good husband? /Discuss good husbands/ Parents, naturally, would like to know if a man is a good worker. If he is going to support a wife and family, a man has to keep working.

Since Fred did not go to Linda's school and the Havens didn't know him or his mother, they asked Linda to invite him over for supper so they could get some impressions of what kind of person he was.

Linda asked her parents if they could go to a show after supper. The Havens thought it would be better for Linda to go to the roller rink than to a movie. Why might they feel that way? (/Discuss good places to go and things to do on a date. Example, "Suppose your daughter was going on a date with a man you didn't know much about--which places would you prefer they go to; which things would you prefer they did?" Can pupils use criteria of physical and sexual safety?/)

The next day Fred came in the cafe for a glass of milk after work. He asked Linda what she had decided. She said, "Could you come for supper to my house? My folks would like to meet you." What would Fred say to that invitation? (   ) He said, "Thank you. I would like to meet them." She told him what time and wrote down the address for him. He asked, "How do you feel about going to the show after supper?" What might she say? (/Discuss/) She said, "Do you ever go skating?" He said he liked to skate and asked if there was a rink she would like to go to. Linda told him her folks would like it if they went skating this time and that the rink was not far from their house.

(1) /Slide: Fred arriving/ This is Fred arriving for supper. What do you think of the clothes he is wearing? ( ) What are some of the signals we see in this picture? (The light is on to tell Fred that a guest is expected. The house number tells him that is the house he is looking for. His clothes tell that he wants to make a good impression. Fred is ringing the bell to tell the people inside that someone is at the door.)

(2) /Slide: Linda and Fred/ What would Linda do when she opened the door? ( ) Then what would she do? (She would introduce Fred to her mother and to her dad, if he was there.) /Role play greeting and introduction/

Mrs. Havens did most of the cooking so Linda and Fred could talk in the living room. By the time dinner was ready, Fred had discovered that Linda was just as easy to talk with at home as she was at the cafe. Her
(3) dad came in and met Fred. Then everybody sat at the table. /Slide: Pouring/ Linda helped her mother by pouring the water. Sometimes she got up to bring things from the stove. Mr. Havens talked with Fred about his mother and where he was from and where he had worked and what he was doing now. Fred did not feel nervous because these are things fathers are supposed to find out about. Since he was not nervous, he seemed rather grownup and Mr. Havens liked him.

Mrs. Havens got him to talking about how he liked the city and the place where he was living.

After dinner Mrs. Havens asked Fred and Linda what they planned to do. Linda told her mother they were going skating. Since it was Friday night, Mrs. Havens said it would be all right for Linda to stay out until 11 o'clock. Mr. Havens offered to drive them over. He asked if they would like him to

pick them up later. Since he asked, this meant he trusted Fred to bring Linda safely home. Fred said he would bring her home on the bus by 11:00. He asked how long the bus took. To make sure about the bus schedule, what should he do? (/Phone the bus company, or ask someone who uses it frequently./) Linda asked Fred to excuse her for a few minutes. She went to her room to
proper clothes for skating.
change into slacks and blouse and sweater.

How do they leave the house? That is, who opens the door and who walks out first? ( ) When they get to Mr. Havens' car, who opens the door and who gets in first? ( ) When they get to the rink, who gets out first? ( ) What does he do? ( ) What might he say to Mr. Havens? ( )

At the rink, Fred paid for the admissions and the skate rental. They had a good time. Sometimes they skated and sometimes they sat down and talked. Several of Linda's friends were there. When they came over, Linda introduced them to Fred. /Role play introductions/ If we are young, we can use first names when we are introduced to other young people.

At about 9:30, Fred asked Linda if she would like something to eat. What would she say? ( ) She said she would like something. They went into the snack bar and sat at a counter. How would they order? /Fred would ask his date what she would like to have. She would order a coke or something inexpensive unless he especially asked, "How about a hamburger or something else to eat?"/ Their waitress put both orders on one check because she could see they were together, and she knew Fred would want to pay the bill. Fred left a tip for them both and paid the cashier.

They had a good time on their date. It was fun to skate. Fred had met several of Linda's friends. The next time he saw them around he could greet them or speak to them. He was gradually making some acquaintances. But

Fred was especially happy to have met Linda.

Optional and Supplemental Activities

When might people "go Dutch"?

Discuss cost of a skating date.

Read and discuss dating etiquette. Include excusing oneself to go to the toilet.

Pupils prepare a quiz on dating etiquette.

Resources

The Person You Are. R. H. Turner. The Turner-Livingston Reading Series, New York University Press. Many intersting stories requiring the ordering of sentences while thinking about such topics as:

- Introduced
- Now or Never
- Frantic
- Secret Ambitions

The Family You Belong To. R. H. Turner. The Turner-Livingston Reading Series, New York University Press.

- Going Steady
- Ashamed
- Excuses
- Needed
- Halloween Dance
- Old Fashioned, etc.

Tips to Teen-Agers, Kathryn Murray. New York; G.P.Putnam's Sons $2.50

Manners to Grow On, Tina Lee, Doubleday & Co.,Inc. $2.95

Your Manners are Showing, Betty Betz. New York, N.Y.: Grossett & Dunlap $2.95

Miss Behavior, Bernice Bryant. Indianapolis-N.Y.:Bobbs-Merrill Co.,Inc. $3.25

Your Best Foot Forward, Dorothy C. Stratton & Helen B. Schleman. NY: McGraw-Hill Book Co. $4.75

Steps in Home Living, Florence M. Reiff. Peoria, Ill. Chas. A. Bennett Co.,Inc. 1966
Chap. III. Teenage Manners $3.96

HAVING A GOOD TIME WITH OTHERS

Objectives: To focus on shared activity as a basis for enjoyment.

Materials:
- Slide projector
- Screen
- Set slides (IX-D)
- Things To Do - Ditto #28-29
- Chart "What I Like To Do" (optional)

Vocabulary:
- acquaintance
- activities
- checkers
- dessert
- enjoy
- include
- invitation
- invite
- Monopoly
- partner
- preference
- refreshments
- respond
- shampoo
- wave set
- weekend

This week we have been talking about recreation. We have discussed where people can go for different types of recreation and how much it may cost. /Review as desired./ Today we will talk about some of the things you like to do.

What are some things you like to do? /List a few responses on board. As some pupils speak of what they like, others may say they do not like them. Teacher may make a double list: "Like"--"Don't Like". Tally./*

Before we get into today's discussion, we'll take time to think about what we like to do and what we don't like to do. /Distribute "Things To Do" form - Ditto #28-29/ We'll read over this list. We'll think about each of these activities. If it is something we like to do--for instance, bowl-- /Demonstrate on form/ we'll write the capital letter L here on the line. That's a signal for "I like it"--L for like. If we don't like to dance, we'll

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* Possibilities: television, having favorite things to eat, trips, dancing, roller skating, swimming, cooking, playing Monopoly, pool, baseball, musical instrument, etc..

write the capital letter D on the line. The D means "I don't like it." Do you
understand?
get the idea? ( ) You read each item and think about it. If you don't like to do it, write a D on the line. /Assist pupils as necessary./ As you read down the list, perhaps you will think of things you like, or don't like, that aren't on the list. Write them on the list. That's what these longer lines are for. /Demonstrate/

/When pupils have finished, teacher tallies pupil preferences by sex, on chalkboard or chart*, and encourages discussion of the relationship between interests and friends: Example: "Our friends are people we like to be with and do things with. Many things we enjoy more when we are with people who also enjoy them. People who like lots of activities have lots of friends." The group might indicate on the chart or their own lists the activities that require others. They might consider which of these they enjoy because they have a friend who enjoys them, and which they don't like because they haven't a friend to enjoy them with./

We might talk about things we enjoy and the different ways we have of getting these things started. For instance, if I like to play
tennis
golf, etc., I need someone to play with. How could I find a partner? ( ) I think of someone I know who likes to play
etc.
golf and call him up to ask if he would like to go

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* Example	Boys Like	Boys Dislike	Girls Like	Girls Dislike	Total Like	Total Dislike
Bowling						
Boxing						
Dancing						
Etc.						
Total						

out with me and play nine holes on a certain day. He might be busy that day--so then what do I do? (Try to think of another golf player acquaintance, or change the date.)

cards
If A_____ wants to start a game of Chinese checkers, what might he do? ( ) /If teacher knows of a pupil or two who seem never to initiate an interactional activity, he might ask them if the reason they don't play some game is because it is sometimes hard to find a good partner. Other pupils might suggest how they go about getting a game started. Teacher might list techniques: Just asking, daring someone, betting someone, making a joke, etc./

Sometimes when people see the game they are more interested than when
(1) we just talk about it. /Slide: Jumping rope/ Do you remember how little kids get something started such as jumping rope? Someone brings out a rope. Pretty soon two are swinging the rope, and when others see it, they often want to jump. One way to get a partner is to put the checker
Monopoly?
board out or the Monopoly set out and then ask, "Who's for checkers?"

/Encourage pupils to discuss their techniques. Indicate interest in good ideas. Discourage repetition./

When we see something going on that we would like to do, what might we do or say to let the players know we would like to be included? (/Dis-
(2) cuss/) /Slide: Checker players & kibitzer/ These checker players are playing where others can see them and they already have someone else watching. If this fellow would like to play a game, what would be a
losers
good way for him to ask? (I'll play the winner, etc.)

Do you ever invite a friend over to your home? ( ) What are some things to do when you have a friend over? ( ) /Teacher might list them by sex, and tally as a means of having pupils think of each activity./ The boys seem to like to.../resume of the listed activities/. The girls like to.../resume/.

(3) /Slide: Chocolate pie/ Some girls invite a friend over to make a dessert. B_____, what does it appear these girls are doing together? ( ) Have any of you done some cooking with a friend? ( )

Another thing girl friends do when they get together at someone's home is give each other a shampoo and a wave set, or even a permanent. Did you ever do that? ( ) How many students in our class invited a friend to your house last week? ( ) How did you invite them and what did you do? /Discuss/

How many of us can prepare and serve some kind of a refreshment? ( ) /May discuss, or may defer to supplemental lesson, where it may be purchased, its expense, how it is prepared, etc./

What can boys and girls do together that they both enjoy? (/Dis-

(4) cuss/) /Slide: Records/ They sometimes listen to records together, or look at magazines or television.

Another way to have a good time is to invite a friend to go someplace. What are some good places to take a friend? ( ) /List. May discuss transportation, expense, etc./

I'd like you to think about something you would like to do, and a
invite.
friend or acquaintance you would like to ask. /Pause/

C_____, what do you think you would like to do with a friend? ( ) /Teacher elicits each pupil's idea. Discussion might show some as more feasible than others, more likely to appeal to others, etc. As each pupil gives his suggestions, teacher might tally the number of other pupils who think they would enjoy a given activity./ /Pupils might try out modes of invitation in role play and discuss which seem best and most natural./

We usually know our friends well enough to know what they would like to do and what they wouldn't like to do. But there are other people we know less well--our acquaintances--whose preferences--the things they like and don't like--we usually aren't sure about. How do we go about making new friends? (We invite acquaintances to do things or we try to respond nicely to invitations by others. When we find things we enjoy doing together, and like to be with one another, we are friends.)

/Teacher might have pupils review what they would like to do, suggesting that each find an acquaintance--not a close friend--to share it. The pupils, listening to the proposed activities, might indicate whether they might like to be asked./

You have thought of some enjoyable things to do. It would be nice to
going someplace with an acquaintance.
talk with your folks about having an acquaintance over. Your folks might have to help with refreshments, transportation, and so on. D_____, how might you talk with your folks about this? ( ) /Discuss/ /Teacher makes the weekend assignment of doing something with a classmate or other acquaintance they have not previously done things with./

Optional and Supplemental Activities

Role play approaches to acquaintances, responses to approach.

A sensitivity game in which pupils would see how accurately they could identify classmates who would enjoy a particular activity.

Resources

The Person You Are. R. H. Turner. The Turner-Livingston Reading Series. NYU Press. Interesting stories about feelings. Self evaluation and description of better and less good ways of responding in a variety of situations.

- Feeling Sorry
- New Friend
- Left Out
- Bothered
- Sudden Interest
- Sympathetic
- Argument
- Bad Day
- Wise Guy
- Introduced
- Now or Never
- Hurt Feelings
- Fiasco
- Frantic
- Keeping Busy
- Letter of Thanks
- Try Outs
- Sore Loser
- Goals
- Experiment
- Surprise Party
- Etc.

In situations where ordinary playing cards may not be used, special decks such as Flinch and Old Maid can provide similar practice.

HAVING A GOOD TIME BECAUSE OF KNOWING HOW

Objectives: To focus on practice or familiarity as a basis for enjoyment.
To give pupils skill with an inexpensive pastime.

Materials:
Slide projector
Screen
Set slides (IX-E)
Card game rules
Decks cards

Vocabulary:
clubs
clockwise
community center
cut cards
deal
deck
diamonds
group
hearts
entitles
experienced
inexperienced
jack
king
pleasure
practice
queen
Rummy
run
select
shuffle
Slap Jack
spades
suit
three of a kind

/In advance, separate a deck of cards into the four suits. Pairs of desks may be pushed together to provide suitable playing surfaces for groups of 3 and 4 pupils./

Last week we made a list of things we like to do and things we don't like to do. We talked about our liking activities more when we can share the pleasure with a friend.

Let's talk today about some of the things we don't like to do. /Pupils may refer to their "Things To Do" list./

What are some of the reasons we don't like activities? /Discuss. Probe for some negative feeling; list them. Examples may be: Don't like to be made fun of; don't like to be hurt; or afraid. It isn't fun to play with someone who doesn't play fair--or who always wins. Some activities are expensive or require expensive equipment./

We usually don't enjoy things if we aren't fairly good at doing them. If we can't dance, we don't like to dance. How many of you know how to dance? ( ) How many like to dance? ( )

If we don't know anything about baseball, we aren't interested in baseball. How many of you have played baseball? ( ) Do you like to watch it? ( )

How many of you can roller skate? ( ) Do you like to skate? ( ) Some people enjoy cooking, and sewing, and making friends--even drawing pictures--how about you? ( ) Whatever it is, if we learn to do it pretty well, we usually enjoy it. Do you think that's right or not? (/Accept any discussion./

We usually like what we learn to do and that's one reason why grown-ups are willing to do lots of things they don't especially like. After we have done such things for awhile, we often begin to like them. Can you think of something you like to do now that you didn't especially like when you first tried it? (/Prime the pump as necessary--swim? skate? dance? sing? do laundry? eat spinach? etc./)

Can you think of some things you might like to try or learn how to do better? /Teacher tries to get broad pupil response; lists them, and may make a more permanent record for later use in showing pupils how to start with some./

We have talked about activities that require a partner or someone to play with. Who will remind us of some of these? ( )*

It is important to learn some games sports that don't cost money every time--the way bowling and skating do. When we are working and getting a paycheck, we won't have enough money to pay for much recreation. We need to learn things that are fun and not expensive, and we need to practice showing other people how to do them. That way--by teaching someone--we can often get a partner.

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* Examples: Ping Pong, pool, card games, Chinese checkers, croquet, horseshoe, darts, dominoes, shuffleboard.

Right now we will practice using cards so that we can learn a card game and then teach it to others.

/Groups differ widely in familiarity with card games. Usually there are some who do not know the suits nor how to shuffle. A simple game for beginners is Slap Jack. If most pupils know the suits, and how to shuffle, the game to be demonstrated and taught might be Rummy./

First, what do we call this? /Hold up deck of cards/ It's a deck of
cards or a pack of cards. /Fan cards out/ The cards are of different
color and shape. What colors are they? ( ) Let's look at the different
(1) shapes. We must know what to call them. /Hold up 13 hearts/ /Slide:
Hearts/ We call these---(Hearts). Yes. Everyone, draw a heart.* /Wait/
(2) There are 13 hearts. /Hold up 13 diamonds/ /Slide: Diamonds/ We call
these ____(Diamonds). Yes. Everyone, draw a diamond. /Wait/ There are
13 diamonds. Those are the two suits of red cards. Who knows the names
(3) of the black suits? ( ) /Hold up spades/ /Slide: Spades/ These are
spades. Everyone, draw a spade. /Wait/ It's a funny shaped spade, but
that's what this suit is called. There are 13 spades. /Hold up clubs/
(4) /Slide: Clubs/ These are clubs. Everyone, draw a club. /Wait/ They
are funny shaped clubs, but that's what they are called. There are 13
(3) clubs. /Slide: Spades/ Everyone, what are these called? ( ) How many
(4) spades are there? ( ) /Slide: Clubs/ Everyone, what are these called?
( ) How many clubs are there? ( ) There are four different shapes.
We call them "suits." /Demonstrate/ Nine cards in each suit have numbers

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* Pupils may copy shapes into their notebooks.

on them. The numbers are 2,3,4,5,6,7,8,9, and 10. Three cards have (5) pictures on them. /Slide: Picture cards and Ace/ One card is the Ace. We must know the names of the picture cards. Who can point to the picture cards and tell us their names? ( ) How can we tell which is the Jack? ( ) How can we tell which is the Queen? ( ) How can we tell which is the King? ( ) What is the other card? ( ) The Ace is the highest card. Next high is the King. The Queen is next. Then the Jack. Perhaps the Jack is their son. He isn't quite as high as the Queen and the King. Since the other cards are numbered, we can tell which ones are higher than others. /Question and review as necessary./

To play cards we must know how to shuffle a deck of cards. How many of us need to learn how to shuffle cards? ( ) /Carefully and slowly demonstrate, first with one hand, then the other, then both together, that cards riffle down and intermingle./ Why do we shuffle? What are we doing when we shuffle? (Mixing the cards) /Pass out a few decks and let pupils try, first one hand, then the other, then both together./*

That's a good beginning. It takes practice to be able to shuffle. Those who need practice may take a deck for home work practice in shuffling; first using one hand, then the other, then both together until you learn to do it.

That's enough shuffling for now.

Now we'll practice a card game. We'll select groups of 3 or 4 so that some experienced players who can help inexperienced players are in each group. First, let's see how many know how to play Slap Jack /or some other game./. /Allow experienced players to choose others in group, first choosing the inexperienced./ Good. /Help groups find suitable playing surfaces./

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* Rather than making the card game contingent upon good shuffling, it may be preferable that pupils practice shuffling at home or perhaps exchange some Savings Points for a period of free time in which to practice

The way we decide who is to shuffle and deal is to cut the cards. /Have experienced demonstrate to others./ Each person takes one card and lays it on the table so the others can see it. The high card entitles the drawer to shuffle. /Wait for completion/

After he shuffles, the dealer puts the deck in front of the person on his right and that person cuts the deck. /Wait for completion/ The dealer now deals cards, one to a person, going around the table in the same direction that a clock's hands go around. Everyone, move his right hand in that direction. /Demonstrate clockwise movement./ Deal cards, face down, until all of the cards have been dealt to the players and each player has a pile of cards in front of him. They are face down so he cannot see what they are.

The person who plays first is on the dealer's left side. Who is on the dealer's left side? Raise your hands. (   ) This first player picks up the top card from his pile and places it, face up, in the middle of the table, so that all players could reach it. If the card is a Jack, everyone tries to be the first to slap it with their hand. The person whose hand first slaps a Jack, wins the Jack and any cards that may be under it in the center pile. The point of the game is for one player to win all the cards.

Each player in turn plays the top card from his pile. He lays it on the center pile and must take his hand off the pile so everyone has a chance to slap.

/Teacher coaches as necessary./

/Remind pupils of the assignment to invite an acquaintance to do something and to report on it Monday morning./

Optional and Supplemental Activities

Teach one group a different game, using the rule book. Each member of that group teaches another small group in class while teacher coaches.

Assign deck of cards to take home to teach game to others after school and to report on it following day.

Teach methods of keeping score.

"run"
Draw a picture of a "sequence" of cards.
3 of kind
Draw a picture of group of cards.

Make a written quiz.

Resources

Morehead, A. H. & Mott-Smith, G. Hoyle's Rules of Games. NY: The New American Library of World Literature, Inc. (Signet Key Book, 1963) 60¢

PREFACE TO WEEK X

General Topic: What we say and do makes a difference in the way people feel.

☐ Read through Week X lessons

☐ Schedule time

☐ Preplan for modifications and supplemental activities.
Arrange for material and equipment

_____ set slides X-A, X-B, X-C, X-D, X-E
_____ slide projector
_____ screen
_____ decks cards
_____ card game rule book
_____ tape recorder 3-3/4 speed
_____ tape X-B
_____ run Dittos #30 (X-C), #31 (X-D)

HAVING A GOOD TIME BECAUSE OF KNOWING HOW
PLAYING CARDS

Objectives: To provide inexpensive recreation and practice in involving others in a pastime.

Materials:
- Slide projector
- Screen
- Set slides (X-A)
- Card game rules
- Decks cards

Vocabulary:
- books
- discard
- object
- Rummy
- run
- sequence
- sets
- stockpile

/Review discussion of liked and disliked activities, and the assignment of inviting (or being invited by) an acquaintance to do something over the weekend. Inquire how many had some enjoyment from the activity. Might matter-of-factly draw out reasons for any lack of enjoyment and discuss them as skills that we all have to learn. Discuss reciprocity--a way of saying "Thanks" is to think of something pleasant to invite them to do./

Last week we played cards and had some practice in shuffling. Today we will have more practice. First we will have a quiz.

/Hold up diamond/ A_____, what do we call this? ( )

/Hold up club/ B_____, what do we call this? ( )

/Hold up heart/ C_____, what do we call this? ( )

/Hold up spade/ D_____, what do we call this? ( )

E_____, how many suits are there? ( )

F_____, how many cards are there in each suit? ( )

G_____, what do we call it when we mix the cards? ( )

H_____, what is the name of the game we played? ( )

I_____, what do we call this? /Hold up deck of cards/ ( )

A_____, thank you for being first and for letting us criticize your in-
her
vitations. B_____, will now have his turn to invite three others to play
her.
with him. /Again, observe invitational techniques and ask peer suggestions, reminding them that formal and stiff invitations are not natural./ /C__, etc./

How do you decide who gets to deal? (Each player draws a card; the player whose card is highest is the dealer.) /Wait for completion./

What does the dealer do? (Shuffle the cards) After he has shuffled, what does he do? (Places the deck in front of the person on his right for that person to cut the deck.) /Wait for completion./

When we do not know the rules for a game, we can look them up in a rule book /demonstrate book/. When we play Rummy we do not deal all of the cards to the players. Do you know how many cards to deal when three or four are playing together? (7 cards. If two players, 10 cards, and if five or six players, 6 cards) /Wait for completion of deal./

Then what do we do? (Put remainder of cards, face down, in the middle of the table in the stock pile.) /Wait/ Take the top card off and turn it face up beside the pile. This is where we discard. /Wait/

Each player picks up his cards and looks at them. The object of the game is to turn the cards in our hand into sets or books. When we have
(1) three or more of some number--three fives, three Jacks, /Slide: 3 of kind/
or what not, that is a set and we can take it out of our hand and lay it
on the table. Another way to get a set is to have cards in a run or sequence--
(2) like 2,3,4 or like J,Q,K, /Slide: Run/ etc.. If we have a sequence of three
or more cards when it is our turn to play, we can take it out of our hand
(3) and lay it on the table. /Slide: 3 of kind in hand/

X_____, which person plays first? (The one on the dealer's left side.)

J_____, what do we call the person who does this? /Deal several cards/ (Dealer)

/Deal cards/ K____, what do we call what I am doing? (Dealing cards)

/Hold up several/ L_____, which is the high card? ( )

/Might distribute decks or half decks/

Everyone, sort the cards and put the spades together.

" " " " " " " diamonds "

Everyone, show me your highest spade.

" " " " " diamond.

" " " how we cut the deck.

" " " " " deal cards.

If you have dealt the cards, the player on which side of you would have first chance to play? Show me.

/Quiz results may be entered in Savings Books./

Today we will practice playing a different game called Rummy. Again, we'll select groups of three or four so that some experienced players, who can help inexperienced players, are in each group. How many of you know how to play Rummy? ( ) /Assign several experienced players to invite others, especially the inexperienced players, to play with them./ A_____, B_____, C_____, etc. are experienced players who will show others how to play. A_____, you may invite three others to play with you. /Observe the invitation techniques and ask peer suggestions for improvement, but remember that stiff formal invitations are not natural or good./ If this were not a classroom, do you think A_____'s invitation would make ____ want to play with him? ( ) How might he have asked? ( ) That is polite, but it doesn't sound very natural. /Etc./

Who is on your left side? ( ) /May check other groups, similarly./

When we play, we draw a card from the stock pile. /Wait/ We see whether we have a set of cards we can lay down. /Wait/ Then we have to discard.

(4) We put one of our cards on the discard pile. /Slide: Discard pile/ /Wait/ /Supervise and explain as necessary./

The person wins whose cards are all made into books on the table.

(5) /Slide: Books/ /Explain play as necessary./ We play in turn going around the table in the direction that a clock's hands go around. /Encourage experienced pupils to explain or demonstrate as necessary./

/Play until every group has a winner, if possible./

/Members of groups who finish early may be given decks for practice in shuffling and for practice dealing./

/Optional quiz:

sequence
Everyone, show me a run of three cards.

" " " three of a kind.

/Hold up three of a kind/ Z_____, what do we call this? ( )

/Hold up a run/ Y_____, what do we call this? ( )

/Fan out a deck and draw a card/ X_____, what do we call this? (Drawing a card)

W_____, when the players each have drawn a card, what do we do or look for? (Look to see whose card is highest.)

/Hold up 4 cards/ V_____, which card is highest? ( )

U_____, if you have the highest card in the draw, what does that mean? What do you do? (You are the dealer or shuffler)

T_____, show us what the dealer does. ( )

S_____, how many cards are dealt to each player when four are playing Rummy?

R_____, if you are the dealer, the player sitting on which side of you plays first? (   )

/Teacher may repeat with other pupils./

Q_____, what game did we play today? (   )

BEING GROWN UP AND PROUD

Objectives: To clarify what "being grown up" means to pupils and what makes them feel proud of themselves.

Materials:
Slide projector
Screen
Set slides (X-B)
Tape Recorder 3-3/4 speed
Tape (X-B)

Vocabulary:
congratulate
grown up
prepare
promotion
proud
pump
refreshments
sample
situation
succeed

We have talked about things we enjoy doing. Most of us enjoy eating good food. That is a reason for girls and for boys, too, to learn how to prepare good meals and plan picnics and refreshments. Just about anyone, even little children, can enjoy eating. It takes someone a little more grown up to enjoy preparing the food.

We talked about recreation or sports. We enjoy games or sports more when we understand the rules and know how to play. /If teacher has plans for going more deeply into recreation skills, he may discuss them./

(1) Having fun is not the only thing we enjoy. /Slide: Boy putting on shoe/ He is working hard, but something is making this little guy happy. What do you think it is? (He has had a hard time tying his shoe. He is about to succeed and it makes him feel more grown up.)

(2) /Slide: Swinging/ Here are some more happy people. /Point to little boy./ He wouldn't be happy if his mother wasn't pushing him, would he? ( ) But this girl /point to girl/ looks happy and her mother isn't pushing her. What makes her happy? (She knows how to pump and she feels happy to be able to swing by herself.)

(3) /Slide: Boy getting haircut/ Why do you think he is happy? ( )

Yes, because he feels grown up to be getting a hair cut in a real barber shop. The barber is not treating him like a little boy.

(4) /Slide: Boy in tailor shop/ Why is he happy? ( ) Yes.

(5) /Slide: Mother and daughter in kitchen/ Why do you think this girl is happy? (Her mother is showing her how to cook.)

(6) /Slide: Boy eating with workmen/ How about this boy? What is he doing? ( ) Why is he dressed this way? ( ) How does he feel? ( ) Why? ( )

(7) /Slide: Father giving son car key/ What is happening here? ( ) How does this boy feel? (Happy, grown-up, and proud.)

Can you think of some things you have been doing this year that are more grown up than last year? /List and probe--What does "being grown up" mean to them? When they think about something grown up they have done, how does it make them feel? ( ) Maybe they have cooked a meal, done the shopping, taken care of children, the garden, or the house; helped around home; helped someone else; remembered a friend's birthday; made a new friend; improved at swimming/bowling/skating, etc./

It's nice to be able to feel proud of ourselves, but we like it when other people help us feel proud. They make us proud by what they say or the way they look. /May discuss/

While we are talking about being proud, I would like you to think of a time when you felt proud. On a sheet of your notebook paper try to write about it--what happened--what someone said or did that made you feel proud. /Help with spelling and vocabulary. Collect papers as indication of teacher interest. May be followed by discussion of "What Made You Feel Proud."/

(8) /Slide: Girl and cookies/ She made these cookies and is giving him a

sample. What could he say that could make her proud she made them? (/Discuss. This is continued tomorrow; so topic need not be exhausted./)

(9) /Slide: Splinter/ You can see what is happening here. His father is going to take out a splinter. How does he feel? (He knows it's going to hurt and he's a little scared.) His dad could help him feel better by what he might say. /Get class discussion. This is continued tomorrow./

(10) /Slide: Congratulations/ How does this young man feel? ( ) What do you think is happening? (He is being congratulated.) What does it mean when we congratulate someone? (We tell them they did a good job and they feel proud.) Who can think of a situation when we would go up to a person and congratulate him or her? /Listen to suggestions. Example: received a diploma; announced engagement to be married; had a baby; got a job; got a promotion; won a contest./ What do people say when they want to congratulate someone? ( )

We have been looking at slides of some people who were feeling happy and proud of themselves because something was happening that made them feel more grown up.

Now we will look at one or two of the same slides and will play a tape recorder so we can listen to what people might be saying. The way we talk to each other and treat each other makes a difference in the way we feel. Let me show you.

(1) /Slide: Boy putting on shoe/ Here is the little boy tying his shoe. The picture doesn't show us where he is or why he might be tying it. Where might he be? /Teacher encourages guesses and accepts anything reasonable./

Suppose he is at home getting dressed by himself and his mother calls to him, "Hurry it up, John, breakfast is ready." What can we tell about

/If additional material is desired, teacher may continue on into lesson X-C, or may have pupils role play the above situation./

Tomorrow we are going to think about best things to say and do, to make things turn out best for ourselves and other people.

Pupil's descriptions of a time when they felt proud might earn savings points. Points should be awarded on the basis of success in thinking of an episode rather than for their spelling and syntax.

WHAT WE SAY MAKES A DIFFERENCE IN THE WAY PEOPLE FEEL

Objective: To demonstrate that what we say makes a difference in the way people feel, and to provide discrimination practice.

Materials:	Slide projector	Tape Recorder 3-3/4 speed
	Screen	Recorder tape (X-C)
Note:	Set slides (X-B)	Best Things To Say Form - Ditto #30

Vocabulary:	careless	recipe
	helmet	response
	overalls	splinter
	protective	sympathy

Yesterday we saw some slides of people who were feeling happy and proud of themselves because they were doing something that made them feel more grown up. We wrote talked about a time when we felt proud and about what people said that made us feel that way. /Teacher might return the written material, discuss good episodes, and allow points to be entered in savings books./

We also used the tape recorder to hear some sample of what people might be saying. We thought about the differences in what the people said and tried to decide which would make us feel the best, if someone said those things to us.

Today we will use the tape recorder again. Everyone will have a copy of this form. /Distribute Best Things to Say form, Ditto #30/ Write your name at the top. /Wait/ The first slide we will look at today is /Slide: (1) Boy getting haircut/ A_____, where are they? ( ) B_____, what is the barber doing now? ( ) When the barber holds the mirror up for us to see how the haircut looks, what does he usually say? ( ) Let's listen to

(R1a) the tape recorder. /Recorder: (1a) "Do you think your mother will like
(R1b) that?"/ /Recorder: (1b) "Do you like that, young man?"/ Which...1a or
1b do you think the barber is saying? Don't talk out loud. Look at your
answer sheet. Here /demonstrate/ it says ?Slide 1. The best answer is
A. The best answer is B." If you think answer A is best, make a check
mark in the box. If you think answer B is best, make a check mark in
that box. I'll play the recorder again while you listen. /Wait/

/Explain as necessary. When pupils have marked A or B, tell them they are not to change what they have marked, but the best answer is B. How many got it right? Why did they think it was best? Discuss./

(2) /Slide: Boy in tailor shop/ C_____, where are they? (In a men's wear department) Chuck's dad wants to find out if this is a suit Chuck really likes. D_____, what do you think his dad might be saying? (/Write in on board. Identify it as "A"/ All right. What does someone else think his dad might be saying? (/Write in on board. Identify it as "B"./) All right. We have two responses, A and B. /Teacher or pupil reads them./ Which do you think is best? Mark the A box or the B box for the second slide. /Wait. Again remind pupils not to change *their* answer, but to note the best answer is ___. How many think so? Why? May ask others why they chose the other answer./

(3) /Slide: Mother and daughter in kitchen./ E_____, where are they? ( ) F_____, what is Kathy's mother showing her? (To fry an egg) Let's pretend we are Kathy. Listen to the tape recorder and decide which would make us feel better.

(R2a) /Recorder: (2a) "Cook eggs slow, Kathy. Keep the burner low."/
(R2b) /Recorder: (2b) "Be more careful, Kathy, I don't want hot grease on

everything."/ Which one? A or B? /Wait/ How many think A is the best? ( ) How many think B is the best? ( ) B is not good because it makes Kathy feel she is careless. A is all right because it gives Kathy helpful advice that will prevent grease from spattering./

(4) Here's another. /Slide: Boy eating with workman/ G_____, why might Jim be eating lunch with this workman? (Might be helping his dad or a relative or a family friend, or just any workman during school vacation.) It might be on a Saturday or a holiday. He hasn't been working long because he is a red-haired boy and doesn't have much sunburn!

H_____, what kind of hats are they wearing? (Protective helmets) I_____, what kind of work do you think the man does? ( ) The workman is a big strong looking man and his overalls are not clean. They tell us he has been doing some hard, heavy work.

J_____, can you think of a job that Jim might be doing to help the other workmen? (Might be carrying drinking water to them whenever they are working.)

K_____, how is Jim feeling? (Let's pretend we are Jim. The workman says to him, "Well, how's it going, fellow?" What might Jim say? /Listen to pupil suggestions./ Fine. We're going to hear Jim on the recorder. This time we'll hear three different answers. Listen to all of them and decide which you think would be the best answer for him to make. The work-
(R3a) man says, "Well, how's it going fellow?" /Recorder: (3a) "My name is Jim,
(R3b) what's yours?" /Recorder: (3b) "Keeps me going to keep up with you guys."/
(R3c) /Recorder: (3c) "I like it all right."/ Which answer is the best? Mark the A, B, or C box on your answer sheet. /Wait/ How many think A is best, etc.? /Teacher tallies votes on chalkboard./ /Discuss any disagreement.

Can class see that the second response makes both Jim and the workman feel good?/

(5) /Slide: Father-son and car key/ Have you any idea what might be happening here?--/Teacher accepts reasonable ideas: having him run an errand; letting him use it on a date; he's just had a birthday, etc./ ( )

Let's listen to the tape recorder. Suppose we are the boy, Frank. How would it make us feel if *our* dad said this?

(R4a) /Recorder: (4a) "It may not be a good idea to turn you loose with the car, but I'll have to take a chance."/ How does that make you feel? Don't answer, but just think.

(R4b) Well, how does this one make us feel? /Recorder: (4b) "You've been careful about the way you do things, Frank. You can use the car."/ Which makes you feel the most grownup: A or B? /Wait/ Which one do you think is best? ( ) Did someone think the other was best? ( ) /May discuss to make sure pupils note that (A) says Dad doesn't trust him./ We think B is the best answer because it tells Frank his Dad knows that he is trying to be careful.

(6) /Slide: Girl and cookies/ Who can tell us about this--where are they? What must have happened? /Teacher calls on a slow pupil to learn if he recognizes setting./

Let's listen to the tape recorder and decide what he might say about the cookies that would make her feel he liked them and was kind of kidding her.

(R5a) /Recorder: (5a) "Not bad, Sue. Try me on the next batch."/ /Re-
(R5b-c) corder: (5b) "They're kind of hard to chew."/ /Recorder: (5c) "Where'd

you get this recipe?"/ Which would you like the best if you were Sue, A, B, or C? /Wait/ All right, which is the best response? ( ) /Have class discussion if any disagreement./

We could tell that the first one shows Sue he likes them. You can't tell from the others whether he likes them or not. It wouldn't make Sue feel good not to know.

(7) /Slide: Splinter/ What is happening here? ( ) A man, probably Robbie's father, is going to take out a splinter. How does Robbie feel? (He knows it's going to hurt and he's a little scared.) His father could make him feel better by what he might say. Who has some ideas? You know what sympathy is--it is letting another know you know how he feels.

Let's listen to the father on the tape recorder and decide which
(R6a) would make Robbie feel the best? /Recorder: (6a) "Robbie, *stop pulling* or
(R6b) it will hurt more."/ /Recorder: (6b) "It won't hurt a bit."/ /Recorder:
(R6c) (6c) "It will hurt a little for a minute, but you can take it."/ As I
replay these, think how they would make you feel if you were Robbie. /Replay/ Which is the best answer, A, B, or C? /Wait/ How many chose A? ( ) B? ( ) C? ( ) /Discuss, if any errors./ Robbie's father knows it hurts when you take out a splinter. If he tells Robbie it won't hurt a bit, it sounds as if he isn't friendly--doesn't have any feelings. What about (c): "It will hurt a little for a minute, but you can take it." (It is more sympathetic.)

(8) Here's another. /Slide: Congratulations/ Where do you think they might be? ( ) The young man has done such good work the older man wants to congratulate him--wants to tell him he knows he has done a good job. What are some things he might say? /Accept good ones./ Yes--he

might say, "You have done a fine job, Larry." What would Larry answer?

(R7a-b) /Recorder: (7a) "Thanks, Jake."/ /Recorder: (7b) "Yes, it was a good job."/ /Wait/ The best answer is A because when someone tells us we've done something good, we thank them.

/Teacher collects response forms to see whether pupils improved in the course of the lesson or whether further work would be necessary./

Optional and Supplemental Activities

Teacher and pupils might think of real-life situations and list a number of possible responses. Pupils might try out the listed responses in role play, tape recording the sessions so they could be played and replayed as the basis for class discussion as to best responses.

BEST SOCIAL BEHAVIOR

Objectives: To use role playing to illustrate responses that are helpful, blaming (belittling), or neutral.

Materials:
Slide projector
Screen
Set slides (X-D)
Kinds of Behavior Form--Ditto #31

Vocabulary:
action
anticipation
apologetic
avoidance
blame
business
classify
column
company
constructive
cooperate
criticism
doubts
helpful
hire
hurtful
imitation
in-between
instructions
neutral
reactions
replace
responses
role play
sympathetic

We have been thinking about what we say to one another. What we say to others--the words we use--make a difference in the way people feel.

As an example, think of some different things we might say if we wanted to invite an acquaintance or a friend to come over. /Accept any reasonable response, serious or playful, but not silly. Allow normal kidding. Use one or two to illustrate that an invitation may make one experience varied feelings, from pleasant anticipation to dislike and avoidance./

Today we will have some practice at thinking what we might say.

(1) /Slide: Spilled milk/ What happened here? (He spilled milk on the rug.) How did it get spilled? (He had the glass of milk on the rug. He must have knocked it over.) How does his mother feel about it? (Angry) What would you guess she might say? /Accept responses--list them in columns on board: as blaming, being helpful or sympathetic, or just

being neutral.* Pupils discuss and try to classify responses. Some
give a name to.
responses will be "in-between" and hard to classify. /

/Without asking which response might be preferable in various situations, teacher calls on two pupils to enact the situation in role play. Teacher observes and verbally classifies their behavior and writes on chalkboard.** If pupils do not vary from the blame-angry reaction pattern, teacher suggests the mother might try a different reaction and see how the boy responds. If pupils have done little role playing, teacher will need to encourage behavior that seems related to what a pupil actually thinks and to discourage imitation. Within a single session of role playing, pupils can begin to "think on their feet" and enjoy trying out action and response./

(2) /Slide: No money/ Where are they? (At checkout stand in a supermarket.) Who will tell us what happened here? (The husband doubts that he has enough money to pay for everything.) How do you think he feels? ( ) Yes. Here he is at the place where he must pay. He has to say something or do something. What do you think he might say?

/Teacher accepts responses, asks how pupils would classify them, and

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* Examples:

Anger or Blame	Helpful or Instructive	Neutral
There you go again, always making work for me! How could you be so careless!	Get some rags and some cold water and wipe it up so it won't leave a stain	Oh, oh! Too bad!

** Examples:

Mother	Boy
(1) Blames boy	(1) Angry, helps or leaves
(2) Gives helpful instructions	(2) Apologetic; cleans up

lists in columns on board.*_/

If he complains about the food bill, he is really putting the blame on his wife, isn't he? Even if she was a poor planner and did buy things that were not essential, she is not apt to change her ways if he blames her, especially in front of other people.

If she complains that he spends too much, or is careless, she is going to make him feel even more upset. It isn't a good time or place for them to tell each other about mistakes.

/Teacher calls on two pupils to enact the situation in role play. Again teacher observes; verbally classifies their behavior and writes in on board.** If "husband" complains about food bill, ask "wife" how this makes her feel and how she would react; then ask the husband how he feels when he hears the wife's response and what he then says or does; how he would react. Encourage actors to go on responding to one another as they think most natural./

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Anger or Blame	Instructive or Constructive	Neutral
(1) Why did you buy so much!	(1) I'll have to cash a check.	(1) I don't have enough money.
(2) Food is too expensive!	(2) We'll have to put some back	
(3) No one can make a living.	(3) What is most essential?	
	(4) Have you any money with you?	

**

Husband	Wife
Anger-blame-hurt	Anger-blame-hurt
Why do you always want more than we can afford?	Why don't you earn more money?
Constructive	
We'll have to put some back	

(3) /Slide: Girl & crayons/ Here's another. Where do you think they might be? ( ) Who do you think they might be? (Sister and younger brother) This girl was shopping in the dimestore with her brother. She looked around and noticed he had taken the crayons out of a box to see how many colors there were in the box and he was having a hard time trying to put them back in the box.

Should he have opened the box and taken them out? ( ) Why not?
damage
( ) He might break them or a sales clerk might think he was going to take them without paying for them. How do you think she might feel and what might she do or say?

/Teacher lists all responses without classifying them./

This time each of you will think about each of her responses and will decide which are angry and hurtful, which are constructive and helpful, and which are neutral. /Pass out "Kinds of Behavior" forms to each pupil./ Write your name at the top. /Wait/ There are three columns. /Indicate/ We will read each response. /Teacher writes an identifying number 1, 2, 3, etc. in front of each listed response./ If you think #1 is an angry, hurtful response, write the number 1 in the first column. If you think it is a constructive, helpful response, write #1 in the second column. If you think it is a neutral response, write #1 in the third column.

/Read each response and wait for pupils to classify behavior. When all have finished, make a tally for each response on the board. Note extent of pupil comprehension and agreement. Discuss and classify responses that are poorly classified. Have pupils count their number of correct classifications and write score in first box at tope of form./

/May role play the situation as in the previous example./

(4) /Slide: Lost baseball/ Where are these people? (In the yard.) Ron was playing baseball. He knocked the ball into the neighbor's yard and it broke a window. Ron wants to get the ball back, but the neighbor says he plans to keep the ball until Ron pays him $5 to repair the window.

How might Ron feel and how might he respond? /List. Then have pupils decide, using role play if desired, how the neighbor would react to each./

/Teacher identifies each of Ron's listed responses with a number: 1, 2, 3, etc., then has pupils classify them as to angry responses, constructive responses, neutral responses. When pupils finish, teacher makes a tally for each response on the board, to see which kind of responses are most frequently given./

(5) /Slide: Girl in office/ Where are these people? (In an office) This older woman in the office is telling this younger woman, "I am sorry, there are a lot of mistakes in this work and you will have to do it over." When people tell us we haven't done things right, sometimes people get upset or angry. Let's suppose this young woman gets angry, how might she respond? (/Write on board./) Then, what might her supervisor say or do? (/Discuss. Write on board./) Business want to hire people who cooperate. They want workers to listen to instructions and try to do better work all the time. The supervisor might decide the company could hire someone else who would listen to criticism and would try to do better. She might fire the angry-talking worker and hire someone else to replace her.

How might the young woman answer? /List all suggestions. Have pupils classify as to apologetic or cooperative, angry, neutral./

/May role play the situation and discuss./

/Teacher helps pupils correct responses, count total and enter in second box at top. As a means of comparison, teachers could list percentage figures on board* for pupil use in converting raw scores to percent correct. Pupils could enter percentage in the lower boxes and, in comparing them, note whether they had improved. Teacher could tally the number of those who improved. Saving points could be awarded./

Optional and Supplemental Activities

Use "Kinds of Behavior" forms to record classification of other behaviors.

Pupils or teacher contribute examples of additional situations, as pictures that might be used on overhead or opaque projector; classify behavior, then enact situations and note differences in response depending upon behavioral classification.

Pupils describe situation that made them, or someone else, angry. How many different responses can they suggest? How would each of these change the situation? Role play and tape record sessions for playback and discussion.

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* Example: $\frac{\text{Number of correct responses}}{\text{Total responses to be classified}} \times 100$

If number correct = 6 and total responses = 8, then

$\frac{6}{8} = .75 \times 100 = 75\%$ correct

GOOD MANNERS AND COURTESY

Objectives: To interest pupils in making a "cook book" or a "how to do it" for social situations.

Materials: Slide projector
Screen
Set slides (X-E)

Vocabulary:
barge in
behave
bus boy
competing
conveyor belt
courtesy
damage
etiquette
expected behavior
field day
formal
horse play
joke
manners
peculiar
relaxed
serious
show off
silly
situation
stare
team

Today we will talk about the many different places people go. If we stayed at home all the time we would do the same things over and over again. But, as we become older, we go to other places and, when we are there, we do other things. When we know the right things to do in each of these places, we get along with others and can feel proud. If we do something peculiar, others may not like it and they may stare at us or say things about us.

We have been learning about the cues or signals to look for in new places that will help us know what to do when we are there.

What is a cafeteria for? (A place to eat.) What are some things we do in a cafeteria we don't do at home? (Get in line for food; choose what we want; pay for food; carry food to table; carry our empty dishes to a conveyor belt that will take them to the kitchen.) In a cafeteria we talk with our friends, just as we can talk at home. We can joke and laugh. What are some things we can't do or shouldn't do in a cafeteria if we want to act like other grownups? (Sit down in dirty clothes, with dirty hands; upset others by loud or silly behavior; damage things.)

A cafeteria is an example of a place where we know what behavior people expect.

Let's think of some other places we may visit, as we grow up, where we need to know how we are supposed to behave. /List/*

(1) Some places are very serious places. /Slide: Meeting/ What are these people doing? /Teacher encourages pupils to reason it out from the cues that the people are sitting down and facing a common direction. They are sitting very stiffly./ They must be listening to or looking at a speaker or a serious program. What would they think if someone in the audience began talking to a friend and making a noise so that people in back couldn't hear?

What can we tell about the people from the way they are dressed? /Teacher hints if necessary: What can we tell about their clothes, etc.?/ They are all men, are nicely dressed, are not outdoor workers, are business men.

/Discuss and list what is different about behavior in this place and behavior at home./

(2) But not all programs are menat to be serious. /Slide: Baseball/ What is happening here? /Teacher helps pupils figure it out from the cues./ Do you think it is all right for them to make noise? ( ) Yes, everything is relaxed here, and it adds to the pleasure when the spectators cheer and yell.

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* Examples: Chapel, canteen
Church, stores, classroom, bus depot, motel, employment office, work setting, skating rink, movie, bowling alley

/Discuss and list what is different about behavior in this place and behavior at home./

(3) Here is another picture. /Slide: Church/ What is happening here? /Teacher encourages pupils to figure it out and point out the cues to substantiate that the people must be in church--pews, clothing, etc./ They are in church--might be listening to a Sunday service. Church is usually a serious place where we go to hear about God. How do people behave when they are in church?

/Discuss and list what is different about behavior in this place and behavior at home./

(4) /Slide: Sack race/ What are these people doing? /Teacher gets pupils' responses--they are tied in sacks and hopping in a race to see who wins./ This is a field day or a party of some kind, or just boys and girls having fun. Would it be all right for the people watching to laugh and clap and yell? (Yes, people are supposed to be having fun--and when there are teams competing against other teams, we expect people to applaud and yell and cheer and encourage them.

/Discuss and list what is different about behavior in this place and behavior at home./

Some places or situations are serious, or formal. Some are for pleasure and are informal.

Let's list some of the serious and formal situations we need to learn about, and what we would do differently there than we would at home. /Hint and probe and encourage pupil recall./* (In formal situations we dress up more, are quieter and more respectful.)

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* See next page

* Examples of Formal Situations

Visit sick friend at hospital	Go during visiting hours Wear clean clothes Talk pleasantly and softly. Sit beside a bed and talk to someone.	Say something unkind. Be noisy. Go into someone else's room.
Funeral	Sign name in register. Wear nice clothes Sit quietly & pay attention to the minister.	Laugh & talk to others. Wear informal clothes.
Attending police court	Take subpoena with us. Find the right courtroom. Wait quietly until called up.	Talk angrily to judge or policeman.
Applying for a job	Dress nicely; be clean; answer questions.	Wear sloppy, tight clothes, smoke, interrupt, makes jokes.
Wedding	Etc.	Etc.

** Examples of Informal Situations

Carnival Midway	Wear comfortable shoes, clothes. Pay. Laugh and yell.	Being all dressed up. Crying, quarreling Being agry.
Ball game	Pay; find reserved seat. Yell & cheer.	Get in way of others so they can't see. Hit or bump others. Throw things. Wear tight clothes. Cry, quarrel, get angry.
Roller Rink	Etc.	Etc.

Now let's list some of the fun situations where we can be informal. What would we do differently in each?**

Let's think about some behavior in each of these places that would
strange
seem peculiar to others: /List/

(5) /Slide: Classroom/ What kind of place is this? ( ) A classroom is not as serious as a church service or a meeting. What are some things we can do in a classroom we aren't expected to do in a church? (Laugh; talk to friends when it doesn't interrupt others; get up to sharpen a pencil. We can even walk, if we are going to get something necessary.) But a classroom is more serious than a ball game or a party. Let's think of behavior that is all right for some places that isn't good behavior in a classroom. /Teacher encourage pupil discussion and helps define tolerable
things we can do
limits of movement and noise./ Yes, those are some ways of behaving that are all right in some places but not in the classroom. Places that are
formal
for learning have to be more serious than places for entertainment. People have to be able to listen and work. What happens if someone is noisy or silly in a classroom? ( )

formal
(6) /Slide: Kitchen worker/ How serious is it when we are a worker on
formal
a job? ( ) When we are working, it is usually more serious than when we are in a classroom. There isn't much talk. Talk that isn't necessary for the job is usually saved up for the break or lunch time. What about jokes and horseplay? ( ) The boss doesn't hire people to have a good time. He hires them to do the work. If one of the workers tries to be a show off and be funny, what is apt to happen? (He is apt to get fired because it interferes with work.)

** See previous page

/Teacher has pupils role play several work situations:

(a) The office of restaurant manager. The manager is sitting at his desk talking on the telephone. The office door is open.

Steve works in the kitchen as a bus boy. His boss in the kitchen asked Steve to tell the manager he needed to see him in the kitchen.

What does Steve do? Would he walk right in and interrupt?

(b) Steve's boss has been talking for quite awhile with another worker. His back is turned and he doesn't see Steve. Steve wants to let him know that a truck just came with a load of groceries.

What does Steve do?

Would he tap him on the back?

/Elicit pupil suggestions. Teacher points out that when we have to make contact with another person, we don't barge in. Just as in the Army, we "approach to be recognized." If we can't be seen because someone's back is turned, we make a slight noise to attract attention. If it is very important, we speak, "Excuse me, Mr. Big."/

Optional and Supplemental Activities

Pupils think of questions concerning behavior, and write them out. They might be directed to other classmates who would need to get answers to them. Answers would be evaluated by pupils. Good answers might earn points. Difficult questions could be addressed to a reference librarian, a newspaper columnist, home economics teacher, panel of teachers, etc..

Pupils prepare a "cook book" or "how to do it" book of good manners in important situations:

- shopping
- eating out
- making a date
- taking a date out
- making a dental appointment
- job interview
- etc.

Role play sample behaviors in each of these important situations. Tape record role play for playback and discussion.

Resources

Tips to Teen-Agers, Kathryn Murray. New York, G.P.Putnam's Sons
$2.50

Manners to Grow On, Tina Lee. Doubleday & Co.,Inc. 2.95

Your Manners are Showing, Betty Betz. New York, N.Y. Brosset & Dunlap
2.95

Miss Behavior, Bernice Bryant. Indianapolis-NY Bobbs-Merrill Co.,Inc.
3.25

Your Best Foot Forward, Dorothy C. Stratton & Helen B. Schleman.
N.Y., McGraw-Hill Book Co. 4.75

Steps in Home Living. Florence M. Reiff. Peoria, Ill., Chas. A.
Bennett Co.,Inc. 1966 3.96
Chap. III. Teenage Manners

List of Special Equipment, Field Trips, and Special Arrangements

Special Equipment:

Week	I-C	3-3/4 speed tape recorder and tape I-C
	I-D	Drivers Handbooks (procure from State Highway Dept., Capital City of State)
	I-E	Highway Map
	II-B	Kinder City buildings. Cardboard, wire, construction paper, etc.
	III-E	Bus/train schedules
	IV-A	Hand cleaning supplies
	IV-B	Manicure supplies, sample deodorant
	IV-C	Plan visit to home economics room
	IV-E	Tally chart
	V-B	Sears or Wards catalogs
	V-C	Tape measures
	V-D	Extra clothing, safety pins, straight pins, clothes pins, assorted hangers, newspaper ads, price tags.
	V-E	Long mirror, divider screens, arrangements with home economics teacher
	VI-E	Merchandise cards (see page 305)
	VII-C	Newspaper Want Ad Section, receipt book
	VIII-B	Sample menu cards. Social Security card
	VIII-C	Bank Deposit Slips, withdrawal slips
	VIII-D	Clock with second hand
	VIII-E	Alarm clock
	IX-A	Newspaper amusement sections, newspaper church page, Community Center schedule, YMCA, YWCA schedule

List of Special Equipment, Field Trips, and Special Arrangements (cont.)

IX-E	*Hoyle's Rules of Games*, decks of playing cards
X-A	*Hoyle's Rules of Games*, decks of playing cards
X-B	3-3/4 speed tape recorder and Tape X-B
X-C	" " " " " " X-C

Field Trips and Special Arrangements:

VI-C	Visit to Sears/Wards Store Need permissions, assistants, plans
VI-D,E	Post-trip discussion and review
VIII-A	Visit to restaurant

LIST OF MERCHANDISE CARDS

accordion
ball point pen
basket ball
bathing suit
bath mat
bath powder
bath scales
bath towel
beads
belt
bicycle
billfold
blender
brassiere
broom
brush (hair)
buttons
camera
can opener
catcher's mit
clippers (grass)
clothes hamper
coats
coat hanger
coffee pot
coin purse
comb
combination lock
cowboy boots
croquet
cups
curlers
dishes
draperies
dresses
drum
dustpan
earrings
egg beater
electric mixer
electric razor
eye glass case
face powder
fielder's mit
fishing pole, fish hooks & line
fork
girdle
gloves (dress)
gloves (work)
guitar
hair band
hair bow
hair clasp
hair clips
hair dryer
hair groom lotion
hair net
half slip
hammer
handkerchief
hand mirror
hats
head scarf
hooks & eyes
housecoat
house slippers
iron
ironing board
jacket
jeans
key case
knife
lipstick
lock box
lock & keys
luggage
mattress
mirror
mop (wet)
mousetrap
nails
nail polish
necklace
needles
nightgown
organ (chord)
pajamas
pans
paper towels
perfume
pillow
pillow case
pinking shears
plates
pliers
pocket watch
pot holder
pressure cooker
purse
radio
rain suit
razor blades
rubber fishing boots
rubber overshoes
rug
safety pin
saxophone
scouring pad
sewing shears
shampoo
shaving lotion
sheet
shirt (dress)
shirt (sport)
shoe
shoe laces
shoe trees
shorts (walking)
skirt
slip
soap
socks
soft ball
spoon
stockings
sun glasses
sweeper
tape measure
tennis shoe
thread
tissue
coaster
tool box
toothbrush
toothpaste
towel
trousers
typewriter
under panties
under shirt
under shorts
whisk broom
wire
yarn
zipper

List of Dittomasters

Introduction	Ditto #1-4	What I Can Do
Week I-A	#5,6,7	Communication by Gesture
I-D	#8	Savings Book
I-E	#9	Basic Highway Signals
II-A	#10	House Numbers
	#11	" "
	#12	" "
	#13	" " (optional)
III-D	#14	Quiz Sheet
IV-B	#15	Self Rating on Grooming
IV-C	#16	Things I Can Repair
V-B	#17	Cost of Clothes
V-C	#18,19,20	Womans Sizes (3 pages)
	#21,22	Mens Sizes (2 pages)
	#23	Size I Wear (Women)
	#24	" " " (Men)
	#25	Catalog Order Form
V-D	#26	Things I Need
IX-A	#27	Optional Quiz
IX-D	#28,29	Things To Do (2 pages)
X-C	#30	Best Things to Say
X-D	#31	Kinds of Behavior